



# **TAMKEEN**

**West Bank and Gaza Civil Society and Democracy  
Strengthening Project**

Palestinian Training Best  
Practices Committee:

## **Strategic Framework and Project Planning**

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## ACRONYMS

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CBA	Competency-Based Approach
CBO	Community-Based Organization
CEFE	Competency-Based Economies Through Formation of Enterprise
CSO	Civil Society Organization
GTZ	German Agency for Technical Cooperation
IR	Intermediate Result
NGO	Non-Governmental Organization
PIND	Palestinian Network for Institutional Development
ROI	Return on Investment
SO	Strategic Objective
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TOT	Training of Trainers
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East

### Strategic Framework and Project Planning

This document seeks to provide a strategic framework to help define the work of the newly established Palestinian Training Best Practices Committee. Founded in 2003 as the first independent reference point for training excellence in Palestine, the Committee comprises nine key institutional members working to standardize training quality and best practices.

The document begins with background information, including an analysis of the Palestinian training sector, lessons learned from performance improvement and capacity-building initiatives, an overview of the Committee's *raison d'être*, and a summary of anticipated outputs. This is followed by a discussion of the Committee's strategic context, including its mission, vision, core values, stakeholders, strengths, weaknesses, opportunities, threats, and strategic results framework. Finally, the document addresses preliminary considerations for project implementation and analyzes key factors affecting the Committee's sustainability.

#### **A. Background and Project Definition**

##### **A1. Brief Training Sector Analysis**

The training sector analysis presented here draws on the findings of a series of focus group activities held in the first two quarters of 2003, as well as research conducted by local consultants. Training is widely used in Palestine as a means of providing target audiences with the knowledge, skills, and attitudes needed to alleviate socioeconomic conditions, mitigate the negative impact of the current political situation, and improve individual, organizational, and sector-specific performance.

Various types of institutions are involved in planning, implementing, and evaluating training activities. They include local and national universities, non-governmental organizations (NGOs), community-based organizations (CBOs), civil society organizations (CSOs), private sector training providers, government bodies, and projects funded by international development agencies. This spectrum of training providers offers a wide mix of short- and long-term courses, some generic and some tailored. Most training programs focus on addressing community needs and seek to strengthen capacity building and local development. Annex A presents an illustrative list of organizations involved in training in the Gaza Strip, including the types of training they offer and their target audiences.

The urgent need for training and capacity-building services, coupled with the wide mix of training providers, has resulted in broad disparity in training approaches and methodologies. In addition, there is little coordination across institutions to ensure streamlining, targeted planning, optimal utilization of training expertise, and a consistent standard of training quality. The picture that emerges is therefore one of considerable training activity with little or no guarantee of maximum benefit or achievement of target results.

CSOs and CBOs play a particularly active role in delivering training to local communities and marginalized groups. These institutions are directly in touch with local needs, and share the vision of offering targeted initiatives to alleviate conditions and improve performance. However, a concern shared by these institutions is that they do not necessarily possess the

training expertise to offer their target audiences the most effective solutions to address local performance and behavior-related problems.

A close examination of current Palestinian training practices, especially those of CSOs and CBOs, reveals a number of priority areas, outlined below, that should be addressed to promote higher training quality standards. The research conducted as part of this study highlights the need to optimize current practices in order to sustain quality and maximize the benefit derived from training interventions. The Palestinian Training Best Practices Committee was specifically established to address this need.

### **A1a. Needs Assessments and Needs-Based Planning**

According to data gathered from the field, the initial needs assessment and planning stage of the training cycle is an area of special concern to local training institutions. Service providers often find it difficult to select needs assessment methodologies to suit different target audiences and to design effective, targeted needs assessment instruments. Some professionals in these institutions have received training in needs assessment and analysis. But these programs have largely focused on theory rather than practice, making it difficult to translate the training into actual work practices.

In addition, most training providers lack the institutional capacity and skills required to adequately analyze needs assessment data to identify priorities and determine possible directions for training planning. This requires shifting the paradigm from supply-driven to demand-driven training planning. Local institutions must also build capacity for long-term training planning that integrates carefully sequenced training interventions to cumulatively improve the skills level and performance of target audiences.

### **A1b. Program Design and Training Materials Development**

Research and assessment findings indicate that program design and training materials development should be tackled in an integrated fashion and driven by audience needs. Service providers and CSOs need qualified cadres of training specialists who can perform these training functions effectively.

Due to the lack of such in-house capacity, local institutions currently resort to freelance trainers to design programs and develop training materials. These trainers do not necessarily have the requisite skills or expertise to design sound training activities. When it comes to materials development, freelance trainers largely rely on borrowing materials from published sources, reproducing them to form the core of their training programs.

The data gathered also indicates that trainers' guides are only developed when required and funded by a donor. This means that an institution can find itself incapable of offering a given training program if its freelance trainer is unavailable since it lacks the requisite in-house training package to offer the program through other trainers. In addition, organizations find it difficult to offer the same program using different trainers in various locations, and to convey content at a consistent level of quality across trainers.

There is general agreement that local institutions need to build their in-house training resource banks so they are better able to respond to the changing needs of target audiences

without relying exclusively on the availability of expensive consultants and/or freelance trainers.

### **A1c. Training Delivery**

Due to the dearth of qualified Palestinian trainers, service providers are forced to draw on the same limited pool of trainers. Although most local trainers have attended training-of-trainers programs offered by international development agencies and local service providers, few trainers actually apply the skills and concepts introduced by these programs. Instead, many continue to rely on lecturing and trainer-centered methods. These techniques do not reflect established best practices in training delivery and generally fail to address the learning styles and expectations of trainees.

In light of the above, there is an urgent need to expand the pool of qualified trainers available locally. One approach may be to train “master” trainers who can then train other trainers affiliated with their organizations. Service providers must also develop structured resources and databases to facilitate access to information about available trainers, including their particular skills, expertise, and contact information. This would enable local institutions to draw on a larger pool of qualified trainers instead of relying on a handful of individuals they know on a personal level.

### **A1d. Monitoring and Evaluating Training Programs**

With regard to monitoring and evaluation, current performance data indicates that organizations only focus on assessing trainee satisfaction with the training programs they offer. Trainee satisfaction is considered an indicator of the success of a training program. Very few organizations assess the degree of learning, and practically none go beyond that to evaluate the trainees’ post-training application at their workplace or community, or the impact that training has had at the institutional, community, or sectoral levels.

There is therefore a need to build capacity for training monitoring and evaluation, with a focus on developing simple, valid, and reliable evaluation instruments and analyzing evaluation data to determine patterns and trends. Such analysis is critical to inform decisions on future training programs.

### **A1e. Managing the Overall Training Cycle**

Findings emphasize the need to create management expertise and effective leadership in organizations that offer training services. Managers and directors are sometimes reluctant to invest in training best practices because they believe this training model is costly, and that their organizations can pursue cheaper solutions and still achieve results.

There is therefore a need to clarify the competitive advantage that training best practices and consistent quality bring to the practicing organization. Once this cost-benefit ratio is established, work can proceed to build training management and leadership capacity at the target organizations to provide the necessary support for training planners, designers, and implementers.

## **A1f. Documenting Training**

Findings further point to the fact that organizations currently lack the necessary infrastructure to effectively document their training activities through training databases, information management systems, and streamlined filing systems. As a result, training data management and tracking, as well as information sharing and dissemination, remain limited. This negatively impacts the effectiveness of decision making and leads to duplication of training efforts within and across institutions.

## **A2. Project Purpose and Link to Sustainable Capacity Building**

The local training context, current practices, and needs outlined above constitute the key foundation defining the purpose of this project, namely establishment of a sustainable Palestinian Training Best Practices Committee. The Committee will form a nucleus for promoting training quality, standardizing practices, sharing training expertise, and positioning the Palestinian training scene to better address the needs of target audiences. This will create a sustainable mechanism for ensuring training excellence and strategically coordinating and supporting the training efforts of the various players to maximize performance improvement and cumulative capacity building in priority sectors.

The very nature of the Committee, with its representative institutional membership and geographic spread across the West Bank and Gaza, is a key factor supporting the sustainability of this project. The Committee consists of nine main institutional members representing leading universities and NGOs that are currently active in the field of training, and that have the demonstrated capacity to collectively create a forum driving training expertise and excellence. These institutions are:

- Al-Quds Open University
- An-Najah University, Nablus
- Bethlehem University
- Bisan Center for Research and Development, West Bank and Gaza
- Birzeit University
- Hebron University
- Islamic University, Gaza
- Ma'an Development Center, West Bank and Gaza
- Panorama, West Bank and Gaza

Annex B provides summary organizational profiles on each institution. A review of these profiles makes it clear that these institutions have an established role in training and capacity building in Palestine, are thoroughly familiar with local training practices, and share a common vision on the type of training quality that should be standardized across institutions. In addition, each and every institutional member has long-standing experience with various international and local efforts to enhance Palestinian training and capacity-building practices, and can therefore draw significant lessons from these initiatives to ensure the sustainability of the Committee's work.

The Committee is strategically positioned to address an important need in the local training and capacity-building context beyond the time-bound and temporary nature of any development assistance project. In addition, it has forged a sound strategic framework and critical path to transition into a full-fledged Palestinian society or association, thus

formalizing its role as a leading training standardization body, not only at the local but also the regional level.

### **A3. Lessons Learned From Past and Ongoing Initiatives**

The competitive advantage of the Palestinian Training Best Practices Committee is that its timing, positioning, and representation enable it to draw important lessons from past and ongoing initiatives to promote training best practices and sustainable capacity building in Palestine. Most of these initiatives were driven by international development agencies that recognized the urgent need for enhancing training and capacity-building practices in the local context. However, these initiatives were influenced by various factors and circumstances that limited their sustainability, as described in the brief analyses below. The accomplishments and challenges pertaining to these efforts constitute a significant body of experience that the Committee can capitalize on to maximize and sustain its impact.

#### **A3a. The German Experience: The Palestinian Network for Institutional Development**

*Background.* In 1997, the German Agency for Technical Cooperation (GTZ) launched a management training program titled “The Palestinian-German Start-up Program.” This program targeted entrepreneurs, and set out to equip them with the necessary know-how and expertise to start or improve their businesses. GTZ worked closely with three local NGOs—the Bisan Center for Research and Development, the Ma’an Development Center, and Birzeit University.

The program trained a pool of trainers on the Competency-Based Economies Through Formation of Enterprise (CEFE) methodology, and later created a certification process for trainers to be CEFE-certified. It was then anticipated that the three local organizations would set up a permanent CEFE certification body.

When the GTZ-driven program ended in June 2000, the three partner NGOs tried to continue the process by establishing a new body dubbed the Palestinian Network for Institutional Development (PIND), which was hosted by one of the member organizations. The main objectives of this network were as follows:

- Act as a forum for policy development
- Create a more effective organizational model for professional networking, based on counseling, consultation, and coaching approaches
- Share information, experiences, and resources among the three local partners
- Enhance coordination and cooperation among the three partners
- Improve the quality of services provided to NGOs, using widely recognized professional standards, operational guidelines, and procedures

*Challenges.* Despite these sound objectives, PIND encountered a number of challenges that limited its impact and sustainability. The network notably lacked a clear vision and established direction. It was not clear to the partners involved in this initiative whether they would constitute the nucleus of a local certification body, a training forum, or an implementer of institutional and human resource development programs. This lack of direction caused the network to engage in conflicting activities and limited its ability to set clear targets and critical paths to achieving them.



Another challenge faced by PIND was that of limited funding. The network failed to develop effective strategies for fundraising or cost sharing. The absence of sound strategic and implementation planning, coupled with the lack of clear direction as to the nature and specific niche of this network, limited its ability to approach interested stakeholders to craft strategic partnerships that could have sustained PIND's work.

Finally, PIND was plagued by internal competition among its partners/members. The network presented proposals for the implementation of large programs that its individual members were also bidding on. By doing so, PIND became a competitor to its own members. This resulted in conflict of interest and limited the three partners' efforts and objectivity in supporting PIND's work.

*Lessons learned.* A number of lessons can be derived from the GTZ-PIND initiative to ensure the sustainability of this project. Based on this experience, the Palestinian Training Best Practices Committee should:

- *Clearly define its identity, mission, vision, objectives, mandate, and niche in the local training context.* This document is a first step, establishing a clear direction for the Committee. It must remain dynamic in order to respond to external variables and changing needs, but without losing sight of the Committee's goals and targets.
- *Identify priority tasks based on this project planning document and approach stakeholders and funding bodies* that could partner with the Committee to implement activities and meet shared objectives.
- *Actively disseminate information on its work and engage in targeted fundraising* at the early stages to acquire adequate resources to support work plans in the first two to three years of operation.
- *Formalize its role in the local context as early on as possible and establish permanent offices* to house independent systems and create an operational base for its activities. This should be coupled with targeted efforts to employ qualified permanent staff to support operational aspects of the Committee's work.
- *Focus on activities that promote and support its mission, goals, and vision.* In the area of program implementation, the Committee should abstain from pursuing any programs that its members are bidding on to avoid conflict of interest. The only type of program implementation that the Committee should engage in is that of specialized training capacity building for CSOs/CBOs, and professional initiatives to prepare individuals and institutions for training certification.

### **A3b. The Welfare/World Bank Experience**

*Background.* In 2002, the Welfare Foundation launched a project to improve the quality of training in Palestine, hiring two local consultants to draft a certification manual according to which all training organizations would be certified. A workshop was organized to present the basic concept and certification process to local NGOs. The workshop triggered considerable disagreement among the NGOs on one hand and Welfare on the other, particularly with regard to the roles and responsibilities of the proposed certification committee, as well as the

procedures and regulations for committee membership. The NGOs called for discussions on the committee's set-up and structure before addressing the actual certification process. Welfare noted the NGOs' concerns and proposed to hold a meeting to discuss the committee's structure, membership, mandate, and objectives. However, the meeting never took place.

*Challenges.* This initiative faced a number of challenges that negatively impacted its sustainability, notably resistance from local NGOs that objected to their lack of participation in conceptualizing the proposed certification committee. They perceived the initiative as a potential threat to their own work. Larger NGOs needed assurances as to their role within the certification committee, while smaller groups feared that having a certification body might drive them out of the market due to their limited capacity to meet certification requirements.

The concept of certification standards and procedures was formulated with no analyses of local performance or baseline data. It was purely based on external international experiences with little or no adaptation to the Palestinian context.

*Lessons learned.* In light of the Welfare experience, the Palestinian Training Best Practices Committee should:

- *Integrate major institutions engaged in training and capacity building.* This was a key criterion in selecting the Committee's institutional members. In addition, the Committee should maintain close contact with the needs and realities of smaller organizations in the field.
- *Training models, practices, quality standards, and accreditation/certification activities should reflect the Palestinian context* and be responsive to local realities and constraints.
- *Training capacity building, accreditation, and certification should primarily be viewed as development tools* to promote quality performance, as opposed to being assessment tools based on which organizations may be screened out of the market.

### **A3c. The Palestinian Training Best Practices Committee: Key Project Outputs**

The Palestinian Training Best Practices Committee has developed a well-defined, dynamic strategic framework for effectively responding to training capacity-building and quality standardization needs, while offering a specialized, sustainable service to local and regional institutions. Within this framework, the Committee set out to achieve the following key outputs:

- Standardization and sustainability of training quality at the local and regional levels
- Enhanced performance of Palestinian training professionals and institutions
- Promotion and sustainability of the Committee's role with regard to modeling and endorsing viable training practices in the local and regional contexts
- Structured mechanism for sharing training information and expertise at the local, regional, and international levels

The section that follows details the Committee's strategic framework and contextualizes the above goals within a clear mission, vision, set of core values, and measurable results framework (presented in Exhibit 4).

## **B. Strategic Context for the Palestinian Training Best Practices Committee**

### **B1. Mission**

The Palestinian Training Best Practices Committee constitutes a select group of Palestinian CSOs that specialize in providing training and development services. The Committee works to develop and standardize training quality in institutions that are active in the field of training or that seek to join the training provider community by establishing professional, agreed-upon training standards in accordance with training best practice models\*. It strives to build the capacity of CSOs in the areas of planning, implementation, and evaluation of training activities, with a view to positively impacting the performance and effectiveness of target audiences.

### **B2. Vision**

The Committee strives to establish and sustain an independent Palestinian training and development society that promotes training quality at the local and regional levels by:

- Regionalizing training standards, models, and practices
- Integrating strategic training activities with comprehensive capacity-building and institutional development initiatives to support targeted performance improvement
- Ensuring training quality and congruence with the training and performance-related needs of target audiences to contribute to observable performance improvement
- Building the capacity of organizations that are either fully or partially engaged in training activities
- Classifying and accrediting organizations that are either fully or partially engaged in training activities
- Disseminating training information, knowledge, experience, expertise, and best practices
- Facilitating and promoting specialized training and performance/capacity-building services on a demand-driven basis

### **B3. Core Values**

In undertaking its work, the Palestinian Training Best practices Committee will observe the following core values:

- Commitment to its mission and vision
- Full participation of all stakeholders in the training process
- Respect of the needs and priorities of target audiences
- Objectivity, transparency, and accountability
- Teamwork, synergy, and coordination
- Sharing of information and expertise

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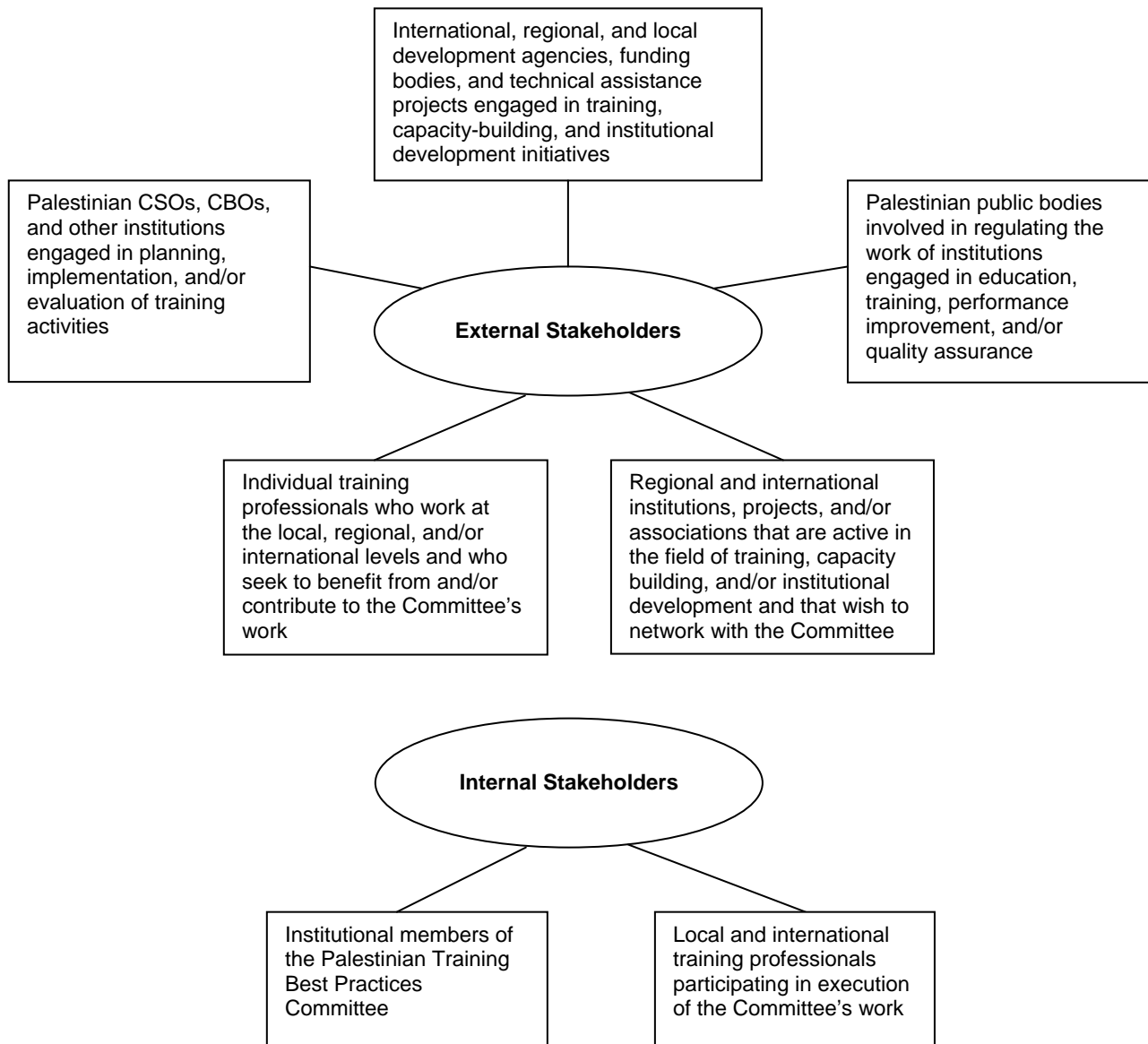
\* Training best practice models promote needs-based, results-driven training that is designed and implemented to improve the performance of target audiences in specific sectors or performance areas.

- Distinction, initiative, and leadership
- Professionalism
- Accuracy, consistency, and sustainability of work quality

#### B4. Stakeholder Analysis

The exhibit below summarizes key stakeholders in the Committee's work.

**Exhibit 1. Key Stakeholders**



The Palestinian Training Best Practices Committee must position itself to strategically integrate its work with its internal and external stakeholders in order to fulfill their needs and meet their expectations. The exhibit below summarizes these stakeholders' spheres of activity, goals, needs, and expectations, which will direct their professional relationships with the Committee.

**Exhibit 2. Needs and Expectations of Key Stakeholders Vis-à-Vis the Palestinian Training Best Practices Committee**

Stakeholders	Sphere of Activity and/or Mandate	General Goals	Needs and Expectations
<b>Internal Stakeholders</b>			
Institutional members of the Palestinian Training Best Practices Committee	<ul style="list-style-type: none"> <li>For several years, each of the Committee's institutional members has engaged in planning, implementation, and evaluation of educational, training, capacity-building, institutional strengthening, research and development initiatives at the local and regional levels.</li> <li>Each institutional member seeks to target activities at improving the performance of local individuals and institutions in priority sectors of the Palestinian community.</li> </ul>	<ul style="list-style-type: none"> <li>Forge a niche for the institution in the local and possibly regional and international community of learning</li> <li>Establish the institution as a professional body of distinction in its sphere of activity</li> <li>Contribute to developing the Palestinian individual and community to achieve higher performance levels</li> </ul>	<ul style="list-style-type: none"> <li>Each institutional member needs to ensure that the work of the Committee is in keeping with the institutions' mandates, goals, and strategic objectives.</li> <li>Each institutional member expects an observable return on investment (ROI) from the work it will contribute to the Committee, with this ROI translating itself into enhanced institutional performance and image in its professional context.</li> </ul>
Local and international training professionals participating in execution of the Committee's work	<ul style="list-style-type: none"> <li>These individual training professionals are fully engaged in forging the Committee's identity, roadmap, systems, and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to formalizing and sustaining the Committee as the first body of its kind in Palestine charged with building and ensuring ongoing training quality</li> </ul>	<ul style="list-style-type: none"> <li>Professionals involved in the Committee's work need to have a clear and shared understanding of roles and responsibilities to ensure coordination, efficiency, and synergy.</li> <li>They expect this work to enrich their professional experience and to provide a window of opportunity to achieve excellence and distinction.</li> </ul>
<b>External Stakeholders</b>			
International, regional, and local development agencies, funding bodies, and technical assistance projects engaged in training, capacity-building, and institutional development initiatives	<ul style="list-style-type: none"> <li>These institutions work closely with Palestinian partners to support the development of the Palestinian community, achieve higher performance/quality standards in target sectors, and contribute to an environment conducive to democracy, governance, and professional excellence.</li> </ul>	<ul style="list-style-type: none"> <li>Provide technical and material assistance to various sectors of the Palestinian community to enhance performance</li> <li>Coordinate with stakeholders and partners to ensure the achievement of strategic objectives and priorities in such areas as democracy, governance, public services, and utilities</li> </ul>	<ul style="list-style-type: none"> <li>These stakeholders need reliable data on the changing performance levels of CSOs and other sectors of Palestinian society to inform strategic planning and development of targeted initiatives.</li> <li>They need a structured context or venue through which they can better coordinate and integrate their interventions to avoid duplication, standardize performance levels, and achieve shared targets.</li> <li>They expect the Committee to demonstrate innovation and initiative in standardizing training quality and leading institutionalization and sustainability of training best practices.</li> </ul>

Stakeholders	Sphere of Activity and/or Mandate	General Goals	Needs and Expectations
<p>Palestinian CSOs, CBOs, and other institutions engaged in planning, implementation, and/or evaluation of training activities</p>	<ul style="list-style-type: none"> <li>CSOs play a significant and leading role in Palestinian community development. They also plan and implement numerous initiatives in education, healthcare, disaster relief, psychological rehabilitation, the environment, democracy and governance.</li> </ul>	<ul style="list-style-type: none"> <li>Develop requisite cadres of Palestinian professionals capable of quality performance in various priority fields</li> <li>Alleviate the negative impact of the political and economic situation in the Palestinian territories on members of the community</li> <li>Contribute to providing requisite public services and outreach work, especially in remote and marginalized Palestinian communities</li> </ul>	<ul style="list-style-type: none"> <li>CSOs need a shared framework that would inform the quality of the training activities they conduct.</li> <li>They need the skills and expertise necessary for planning, implementing, and evaluating quality training, and applying training best practices.</li> <li>They need to strategically position their training activities to support other non-training initiatives to contribute to observable performance improvement and community building in their target sectors.</li> <li>They need guidance and support in monitoring the results of the training activities they engage in.</li> <li>They expect the Committee to provide workable models and solutions that they can replicate and/or adapt in their own work, and to provide a forum for disseminating training information, networking, and sharing expertise.</li> </ul>
<p>Palestinian public bodies involved in regulating the work of institutions engaged in education, training, performance improvement, and/or quality assurance</p>	<ul style="list-style-type: none"> <li>These bodies are responsible for regulating the work of all local institutions working in the field of training, education, and performance development.</li> </ul>	<ul style="list-style-type: none"> <li>Establish appropriate regulatory frameworks for institutions working in the field of training, education, and performance development</li> <li>Monitor the work of these institutions</li> <li>Ensure quality standards</li> </ul>	<ul style="list-style-type: none"> <li>These bodies will need to identify the exact role of the Committee and its relationship with other Palestinian stakeholders and partners.</li> <li>They expect the Committee to provide a model of distinction in training quality, and to produce observable and measurable results.</li> </ul>

Stakeholders	Sphere of Activity and/or Mandate	General Goals	Needs and Expectations
Individual training professionals who work at the local, regional, and/or international levels and who seek to benefit from and/or contribute to the Committee's work	<ul style="list-style-type: none"> <li>These individuals are active in the field of training and development, and have demonstrated expertise in best practices, standards, and performance improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to the current movement toward a global learning community</li> <li>Derive lessons from the experience of local and regional institutions involved in training and development</li> </ul>	<ul style="list-style-type: none"> <li>These individuals need a point of reference with regard to local and regional training initiatives, standards, and best practices.</li> <li>They need a structured context or framework for information sharing and transfer of expertise in training, capacity building, and institutional development.</li> <li>They expect the Committee to provide a forum for exchanging training expertise, and to provide the first local/regional counterpart to associations engaged in standardizing training quality and best practices.</li> </ul>
Regional and international institutions, projects, and/or associations that are active in the field of training, capacity building, and/or institutional development and that wish to network with the Committee	<ul style="list-style-type: none"> <li>These institutions have an established track record of training excellence and professional quality standards in the areas of capacity building, performance improvement, and institutional development.</li> </ul>	<ul style="list-style-type: none"> <li>Establish, demonstrate, and sustain viable training practices and models</li> <li>Contribute to the global community of learning</li> <li>Provide a resource for individuals and institutions working in the same field</li> <li>Derive lessons from the experiences of counterpart organizations</li> </ul>	<ul style="list-style-type: none"> <li>These institutions need to exchange information and lessons learned on viable training models and practices in different professional contexts.</li> <li>They need to network with counterpart training and development institutions and associations to further the strategic objectives of a global learning community.</li> <li>They expect the Committee to provide a nucleus for a counterpart association that disseminates valuable information about local and regional training standards, practices, and experiences.</li> </ul>

## B5. Analysis of Strengths, Weaknesses, Opportunities, and Threats

The following analysis presents illustrative strengths, weaknesses, opportunities, and threats (SWOT) in relation to the Palestinian Training Best Practices Committee. The analysis of strengths and weaknesses focuses on internal parameters related to the Committee, while the illustrative opportunities and threats highlight external parameters that the Committee needs to capitalize on or contend with.

### Exhibit 3. Internal and External Strengths and Weaknesses

Strengths	Weaknesses
Internal Parameters	
<ul style="list-style-type: none"> <li>• Knowledge of current performance levels and challenges in the local context</li> <li>• Knowledge of training needs and priorities of target audiences</li> <li>• Training expertise and experience of the Committee's institutional members</li> <li>• Collective training resources and capacity of the institutional members</li> <li>• Professional reputation of the institutional members</li> <li>• Existing working relationships and strong contacts between Committee members and external stakeholders, especially development agencies and funding bodies</li> <li>• Demonstrated motivation and zeal on the part of Committee members</li> <li>• Geographic representation of institutional members, covering all of the West Bank and Gaza</li> <li>• Representation and integration of Palestinian universities, academic institutions, and NGOs on the Committee</li> <li>• Decision-making authority of individual Committee members</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of a standardized training framework to streamline the work of the Committee's institutional members</li> <li>• Limited coordination among institutional members</li> <li>• Perceived conflict between cooperating fully to fulfill the Committee's mission and vision on one hand, and maintaining the competitive advantage of individual institutional members on the other</li> <li>• Absence of streamlined training and quality assurance systems</li> <li>• Limited mobility and communication channels for/among Committee members</li> <li>• High workload of individual Committee members, requiring careful prioritizing, time management, and commitment</li> <li>• Difficulty of sustaining the Committee's future work and expanding it beyond its current members</li> </ul>
External Parameters	
<ul style="list-style-type: none"> <li>• High level of motivation among CSOs and eagerness to learn more to apply training best practices</li> <li>• Limited training resources and expertise in the larger CSO community</li> <li>• Interest expressed by development and funding agencies in contributing to training capacity building and the institutionalization of training standards</li> <li>• Perceived need among development agencies and other external stakeholders to systematize, streamline, and standardize training initiatives, quality, and practices</li> <li>• Absence of national or regional bodies that provide a point of reference for quality training</li> <li>• Lack of local or regional training standards to direct the quality and effectiveness of training activities</li> <li>• Limited dissemination of information on training best practices and lessons learned</li> <li>• Potential for coordination with other related initiatives</li> <li>• Enabling environment for training prevailing in Palestine</li> </ul>	<ul style="list-style-type: none"> <li>• Unstable political and socioeconomic situation, with implications regarding mobility, access, and information exchange</li> <li>• Limited access to funding opportunities, with implications for the Committee's fundraising strategies</li> <li>• Limited access to international training expertise and technical assistance in the Palestinian context due to travel restrictions</li> <li>• Perception and concerns regarding the legitimacy of the Committee and its role vis-à-vis existing organizations that are active in the field of training</li> </ul>

## B6. Strategic Results Framework

The Committee's strategic results framework is illustrated in the exhibit below.



**Exhibit 4. Strategic Results Framework**

<b>Strategic Objectives (SOs)</b>	<b>Intermediate Results (IRs)</b>	<b>Indicators of Achievement per IR</b>	<b>Means of Verification</b>
<b>Goal 1: Standardize and Sustain Training Quality in the Local and Regional Context</b>			
SO 1.1: Training standards, guidelines, and quality specifications developed and sustained to meet Palestinian, context-specific needs	IR 1.1.1: Palestinian training standards and guidelines established and implemented to drive the quality of complete training activities/cycles as well as trainer and training manager performance	<ul style="list-style-type: none"> <li>Set of Palestinian training standards, indicators, and guidelines developed to ensure quality throughout the stages of the training cycle, including needs assessment, training planning, program design, materials development, implementation, monitoring and evaluation, and training data management</li> <li>Set of trainers' standards, indicators, and guidelines developed to ensure quality in training delivery and adherence to target audience learning principles</li> <li>Set of training managers' standards, indicators, and guidelines developed to ensure quality in the management of complete training activities</li> <li>Sets of standards for the training cycle, trainers, and training managers used as the core of training capacity-building programs</li> </ul>	<ul style="list-style-type: none"> <li>Finalized Palestinian training standards document for the complete training cycle</li> <li>Finalized trainers' standards document</li> <li>Finalized training managers' standards document</li> <li>Tracking data gathered through a training capacity-building program to disseminate training standards and build individual and organizational capacity to utilize and meet those standards</li> <li>Structured quantitative and qualitative data gathered through follow-on programs to monitor the application of standards for the training cycle, trainers, and training managers</li> </ul>
	IR 1.1.2: Palestinian training standards reviewed and periodically updated	<ul style="list-style-type: none"> <li>Standards for the training cycle, trainers, and training managers reviewed and updated bi-annually</li> <li>Revised standards documents published and disseminated</li> </ul>	<ul style="list-style-type: none"> <li>Revised standards documents</li> <li>Standards dissemination events conducted post-review</li> <li>Refresher standards-based training programs designed and implemented post-review</li> </ul>
SO 1.2: Viable training models and standards regionalized	IR 1.2.1: Palestinian training standards publication issued and disseminated at regional levels	<ul style="list-style-type: none"> <li>Palestinian training standards publication issued, including sets of standards, indicators, and guidelines; lessons learned for building capacity to adhere to standards; and recommendations for replication and adaptation in various regional contexts</li> <li>Palestinian training standards publication disseminated at the regional level</li> </ul>	<ul style="list-style-type: none"> <li>Palestinian training standards publication</li> <li>Quantitative data on dissemination of standards publication</li> <li>Qualitative and anecdotal data regarding local and regional response to the standards publication</li> </ul>
	IR 1.2.2: Training standards presentations conducted at regional events	<ul style="list-style-type: none"> <li>Number of presentations on training standards conducted at conferences and other information-sharing events at local and regional levels</li> <li>Standards presentations at local and regional levels promoting cooperation across institutions, as well as adoption and replication of standards</li> </ul>	<ul style="list-style-type: none"> <li>Published proceedings related to standards presentations at local and regional events</li> <li>Qualitative and anecdotal data on response levels to standards presentations at local and regional levels</li> </ul>

Strategic Objectives (SOs)	Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification
	IR 1.2.3: Technical assistance, training, and capacity-building interventions provided for regional institutions to adopt and adapt training standards to suit their specific work contexts and needs	<ul style="list-style-type: none"> <li>Number of proactive capacity-building workshops for training standards conducted at the regional level</li> <li>Number of demand-driven technical assistance, training, and capacity-building interventions provided to support the replication and adaptation of the Palestinian training standards experience</li> </ul>	<ul style="list-style-type: none"> <li>Tracking data gathered through training standards capacity-building workshops</li> <li>Reports on technical assistance activities undertaken at the regional level</li> </ul>
<b>Goal 2: Improve and Sustain the Performance of Training Professionals and Institutions in the Palestinian Context</b>			
SO 2.1: Increased capacity of individual training professionals to plan, deliver, and manage quality training	IR 2.1.1: Targeted training programs offered to training professionals, including structured follow-on activities, to enhance their performance in planning, delivering, and managing training activities	<ul style="list-style-type: none"> <li>Training capacity-building modules reflecting established Palestinian training standards designed to equip target audiences with the necessary knowledge, skills, and attitudes to conduct needs assessment, training planning, training program design, materials development, program implementation, and monitoring and evaluation of training results</li> <li>Standards-based training capacity-building modules implemented to address the needs of training professionals</li> <li>Structured follow-on activities conducted to facilitate and ensure the application of training standards by training professionals</li> <li>Standards related to the overall training cycle and trainer/training manager performance utilized by trained professionals in local training activities</li> </ul>	<ul style="list-style-type: none"> <li>Relevance of training design outlines/matrices and materials packages of training capacity-building program modules to the dissemination and application of Palestinian training standards</li> <li>Tracking data gathered through training capacity-building program implementation, on a per-module basis</li> <li>Quantitative and qualitative data gathered through structured follow-on activities to monitor the application of training standards by training professionals</li> </ul>
	IR 2.1.2: Local training professionals screened and certified according to established certification procedures	<ul style="list-style-type: none"> <li>Number of trainers and training managers applying for certification</li> <li>Certification programs designed and implemented to prepare training professionals for certification</li> <li>Number of trainers certified through established certification procedures</li> <li>Number of training managers certified through established certification procedures</li> </ul>	<ul style="list-style-type: none"> <li>Quantitative data on individual applications for certification</li> <li>Qualitative data gathered on screening procedures</li> <li>Reports on certification programs designed and implemented to prepare candidates for certification</li> <li>Number of certifications granted at the individual level based on established certification procedures</li> </ul>

Strategic Objectives (SOs)	Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification
SO 2.2: Increased institutional capacity of organizations engaged in planning, implementation, and evaluation of training activities	IR 2.2.1: Targeted training capacity-building programs offered to CSOs engaged in planning, implementing, and evaluating training, including structured follow-on activities, to increase performance levels and adherence to training standards	<ul style="list-style-type: none"> <li>• Training capacity-building modules reflecting established Palestinian training standards designed to equip target CSOs with the necessary institutional capacity to conduct needs assessment, training planning, training program design, materials development, program implementation, and monitoring and evaluation of training results</li> <li>• Standards-based training capacity-building modules implemented to address the needs of target CSOs</li> <li>• Structured follow-on activities conducted to facilitate and ensure the implementation of training standards by CSOs</li> <li>• Standards related to the overall training cycle and trainer/training manager performance utilized in training activities conducted by CSOs</li> </ul>	<ul style="list-style-type: none"> <li>• Relevance of training design outlines/matrices and materials packages of training capacity-building program modules for CSOs to the dissemination and application of Palestinian training standards</li> <li>• Tracking data gathered through CSO training capacity-building program implementation, on a per-module basis</li> <li>• Quantitative and qualitative data gathered through structured follow-on activities to monitor the application of training standards at the CSO level</li> <li>• Organizational survey and impact assessment conducted to gather data on the impact of standards training on the training results achieved by CSOs with their respective target audiences</li> </ul>
	IR 2.2.2: Organizations engaged in planning, implementing, and evaluating training screened and certified according to established accreditation and certification procedures	<ul style="list-style-type: none"> <li>• Number of organizations fully or partially engaged in training applying for certification</li> <li>• Organizational assessment and certification programs designed, marketed, and implemented</li> <li>• Number of organizations certified through established certification procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative data on applications for certification at the organizational level</li> <li>• Qualitative data gathered on organizational screening procedures</li> <li>• Reports on interventions to prepare candidate organizations for certification</li> <li>• Number of organizational certifications granted based on established certification procedures</li> </ul>

Strategic Objectives (SOs)	Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification
<b>Goal 3: Sustain the Role of the Palestinian Training Best Practices Committee/Society in Modeling and Endorsing Viable Training Practices in the Local and Regional Contexts</b>			
SO 3.1: Training capacity of the Committee enhanced to disseminate training best practices to various target audiences	IR 3.1.1: Selected training professionals from the Committee's institutional members equipped with the necessary skills and expertise to train members of the wider CSO community	<ul style="list-style-type: none"> <li>• Number of training professionals from the Committee's institutional members participating in training capacity-building program modules that prepare them to replicate these modules within the wider CSO community</li> <li>• Training professionals from the Committee's institutional members versed in established Palestinian training standards and the training best practices model</li> <li>• Training professionals from the Committee's institutional members demonstrate the necessary skills and know-how to deliver training capacity-building programs that target the specific needs of the wider CSO community</li> <li>• Training professionals from the Committee's institutional members manage follow-on programs that guide CSOs through the application of established Palestinian training standards</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative data on the participation of training professionals representing the Committee's institutional members gathered from the training capacity-building program modules</li> <li>• Qualitative data on the performance of training professionals representing the Committee's institutional members throughout the training capacity-building program modules</li> <li>• Demonstrations and follow-on projects conducted by training professionals representing the Committee's institutional members, post-training, to prepare for replicating the program with CSOs</li> <li>• Training capacity-building program and follow-on implementation plans developed by training professionals representing the Committee's institutional members prior to replication with CSOs</li> <li>• Qualitative data gathered through module replication at the CSO level</li> </ul>
	IR 3.1.2: A cadre of training managers in place to manage and monitor the complete training cycle and inform the Committee's decision-making process	<ul style="list-style-type: none"> <li>• Training managers representing the Committee's institutional members equipped with the necessary training management skills to ensure the quality of training capacity-building programs implemented by the Committee for CSOs</li> <li>• Training and follow-on data managed to ensure accuracy, relevance, efficiency, and adequate support to the Committee's decision-making process</li> <li>• Progress and final reports on the Committee's training capacity-building activities developed to include concise and informative training data and analyses, as well as well-founded recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative data on the participation of training managers representing the Committee's institutional members in capacity-building programs designed to enhance training management performance</li> <li>• Qualitative data on the performance of training managers representing the Committee's institutional members throughout training and follow-on programs on training management practices</li> <li>• Reviews of training management and monitoring data available to the Committee at the program replication stage</li> <li>• Progress and final reports generated by the Committee on training capacity-building program modules replicated with CSOs</li> </ul>

Strategic Objectives (SOs)	Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification
SO 3.2: Training management, monitoring, administrative, and coordination systems in place to support the Committee's work in training capacity building	IR 3.2.1: A training information system in place and operational to track training programs, participants, and trainers, and to monitor the achievement of targeted performance improvement results	<ul style="list-style-type: none"> <li>• Training management and monitoring data fields identified to form the basis of information system design and development and to support required data manipulation and report generation functions</li> <li>• Training information system beta-tested and fine-tuned prior to finalization</li> <li>• Training information system users equipped with the necessary skills and expertise for data entry, manipulation, report generation, and archiving functions</li> <li>• Training information system administrators equipped with the necessary skills and expertise for system administration, maintenance, technical support, and troubleshooting</li> <li>• Training information system utilized to its full potential to manage and monitor training data and results</li> </ul>	<ul style="list-style-type: none"> <li>• Data field analysis and identification document</li> <li>• Training information system design specifications document</li> <li>• Reports on system beta-testing, finalization, and launch</li> <li>• Quantitative and qualitative data on data entry and management</li> <li>• Quantitative and qualitative data on system administration and management</li> <li>• Samples of data and reports generated by the training information system post-launch</li> <li>• Qualitative data on system performance and utilization to support Committee-level decision making</li> </ul>
	IR 3.2.2: An operational procedures manual developed to govern the Committee's administrative, financial, management, and coordination functions	<ul style="list-style-type: none"> <li>• Committee's operational procedures manual developed to cover administrative, financial, management, and coordination procedures, guidelines, and forms</li> <li>• Committee's operational procedures manual utilized to direct all administrative, financial, management, and coordination functions pertaining to the Committee's work</li> </ul>	<ul style="list-style-type: none"> <li>• Committee's operational procedures manual</li> <li>• Qualitative data related to the utilization of the manual in professional orientation activities</li> <li>• Qualitative data related to the utilization of the manual in day-to-day administrative, financial, management, and coordination tasks</li> </ul>
	IR 3.2.3: Training resources database developed to pool resources available to the Committee's institutional members and to facilitate search and access	<ul style="list-style-type: none"> <li>• List of pooled resources generated</li> <li>• Pooled resources classified and catalogued</li> <li>• Database fields and functions identified</li> <li>• Committee's training resources database beta-tested and fine-tuned prior to finalization</li> <li>• Search and access procedures and protocols in place and operational</li> <li>• Training resource database utilized to its full potential to support the Committee's technical work</li> </ul>	<ul style="list-style-type: none"> <li>• Lists of pooled, classified, and catalogued resources</li> <li>• Training database design specifications document</li> <li>• Database utilization protocol</li> <li>• Quantitative and qualitative data on training resource database utilization in the Committee's work</li> </ul>

Strategic Objectives (SOs)	Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification
	IR 3.2.4: A training resource center established for Committee members and selected professionals to access viable training references, materials, and related resources	<ul style="list-style-type: none"> <li>• Effective training materials packages pooled and made available in the Committee's training resource center (including master copies of the advanced training capacity-building program)</li> <li>• Training references available on the market screened, selected, and procured for inclusion in the training resource center</li> <li>• Training supplementary materials, audiovisual and media-based resources made available at the resource center</li> <li>• Training resources classified and displayed at the resource center</li> <li>• Training resource center database in place and operational to facilitate searches, inventory, and upgrading functions</li> <li>• A system in place and operational for internal users, affiliates, and external users to access and utilize resources from the training resource center</li> </ul>	<ul style="list-style-type: none"> <li>• Sample training materials packages available at the resource center</li> <li>• Sample training references</li> <li>• Sample training supplementary, audiovisual, and media-based resources</li> <li>• Sample data generated by the training resource center database</li> <li>• Quantitative and qualitative data on the efficiency of access and loan systems at the training resource center</li> </ul>
SO 3.3: Local accreditation system in place to screen and certify local individuals and organizations engaged in planning, implementing, and/or evaluating training activities	IR 3.3.1: Individual certification system and procedures in place and operational to screen and certify local training professionals, including trainers, training managers, needs analysts, program designers and developers, and training monitoring and evaluation specialists	<ul style="list-style-type: none"> <li>• Individual certification system, criteria, certification programs, application and screening procedures developed</li> <li>• Individual certification programs designed and marketed</li> <li>• Number of training professionals certified by the Training Best Practices Committee/Society</li> </ul>	<ul style="list-style-type: none"> <li>• Individual certification manual</li> <li>• Certification information and application packages</li> <li>• Individual certification program design and materials packages</li> <li>• Quantitative data on individual training professionals/applicants seeking certification</li> <li>• Samples of screening and certification documents</li> </ul>
	IR 3.3.2: Institutional accreditation and certification system and procedures in place and operational to screen and certify organizations that are fully or partially engaged in various stages of the training cycle	<ul style="list-style-type: none"> <li>• Institutional accreditation and certification system, criteria, application, and screening procedures developed</li> <li>• Institutional assessment and development programs for accreditation and certification designed and marketed</li> <li>• Number of training institutions accredited/certified by the Training Best Practices Committee/Society</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional accreditation and certification manual</li> <li>• Institutional accreditation and certification information and application packages</li> <li>• Design and implementation information related to institutional assessment and development programs for accreditation and certification</li> <li>• Quantitative data on training institutions seeking accreditation/certification</li> <li>• Samples of institutional assessment, screening, accreditation, and certification documents</li> </ul>

Strategic Objectives (SOs)	Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification
<b>Goal 4: Provide a Structured Context and Framework for Sharing Training Information and Expertise at the Local, Regional, and International Levels</b>			
SO 4.1: Mechanisms for training information dissemination in place and operational	IR 4.1.1: A quarterly training journal developed and issued at local, regional, and international levels	<ul style="list-style-type: none"> <li>Quarterly training journal components, organization, design, and production specifications developed</li> <li>Quarterly training journal issued and disseminated according to agreed-upon timeframes</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly training journal substantive and form-related design specifications</li> <li>Reviews of samples of quarterly training journal</li> <li>Quantitative information on dissemination of training journal</li> <li>Qualitative information on the content, standard, and response levels related to the quarterly training journal</li> </ul>
	IR 4.1.2: A Committee website developed, launched, and periodically updated to provide electronic publications, training news, success stories, lessons learned, useful links, and networking information	<ul style="list-style-type: none"> <li>Website components, design parameters, and interactive links developed</li> <li>Training and marketing-related input in Committee website reflecting Palestinian training standards and best practices</li> <li>Training and marketing-related input in Committee website updated per agreed-upon timeframes to maintain up-to-date and state-of-the-art content</li> <li>Website management data tracked to identify levels of access, utilization, and public response</li> </ul>	<ul style="list-style-type: none"> <li>Website design and development specifications document</li> <li>Samples of website input</li> <li>Quantitative data on website utilization/access</li> <li>Qualitative data on professional and public response to website</li> <li>Anecdotal information on networking experiences through the website</li> </ul>
	IR 4.1.3: Self-access training programs and materials made available to training professionals and organizations at local and regional levels	<ul style="list-style-type: none"> <li>Self-access training programs and materials, including CD-ROM-based and e-training opportunities, designed to counter mobility restrictions in the Palestinian context</li> <li>Self-access training programs and materials marketed and disseminated for sustainable utilization</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative information gathered by reviewing samples of self-access training programs and materials</li> <li>Tracking data on utilization of self-access training programs and materials by CSOs and other training institutions and professionals at local and regional levels</li> </ul>
SO 4.2: Mechanisms for professional networking and transfer of expertise in place and operational	IR 4.2.1: Professional affiliations in place with counterpart regional and international training associations	<ul style="list-style-type: none"> <li>Professional affiliations selected and in place to support the mission, vision, and work of the Training Best Practices Committee/Society</li> </ul>	<ul style="list-style-type: none"> <li>Professional affiliation documents</li> <li>Qualitative and anecdotal data on exchange of expertise and resources with professional organizations</li> </ul>
	IR 4.2.2: System and procedures in place and operational for local and regional organizations and professionals to be affiliated with the Palestinian Training Best Practices Committee/Society	<ul style="list-style-type: none"> <li>Affiliation system and procedures manual developed to include application and subscription procedures</li> <li>Affiliation opportunities marketed to promote professional affiliation on the part of local and regional training organizations and professionals</li> </ul>	<ul style="list-style-type: none"> <li>Affiliation manual and documents</li> <li>Quantitative and qualitative data on the marketing of affiliation opportunities</li> <li>Number of training institutions and individuals affiliated with the Palestinian Training Best Practices Committee/Society</li> <li>Anecdotal information on the benefits of affiliation collected from affiliated institutions and individuals</li> </ul>

Strategic Objectives (SOs)	Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification
	IR 4.2.3: A database of local and regional training professionals developed and accessed according to established systems and parameters to promote networking and transfer of expertise	<ul style="list-style-type: none"> <li>• Database components and design specifications developed</li> <li>• Database users trained on data entry, manipulation, and updating</li> <li>• Database administrators trained on database administration, management, maintenance, and technical support functions</li> <li>• Data on local and regional training professionals entered into the database on a periodic basis according to agreed-upon timeframes and procedures</li> <li>• System and procedures for database access and information security developed and operationalized</li> </ul>	<ul style="list-style-type: none"> <li>• Database design specifications document</li> <li>• Number of entries on training professionals available for access in database</li> <li>• Quantitative and qualitative data on the updating and utilization of the database</li> <li>• Sample data on training professionals generated by the database based on specific search parameters</li> <li>• Survey of networking opportunities through the database</li> </ul>
	IR 4.2.4: Exchange programs for training professionals in place and operational	<ul style="list-style-type: none"> <li>• Number of exchange programs identified and organized</li> <li>• Number of Palestinian training professionals benefiting from exchange programs</li> <li>• Reports on exchange programs, including clear information on transfer of expertise and related recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative information on exchange program opportunities and beneficiaries</li> <li>• Qualitative information on networking and performance improvement results gained from exchange programs</li> </ul>
	IR 4.2.5: Local and regional meetings, workshops, and other specialized development events organized and conducted to benefit training professionals	<ul style="list-style-type: none"> <li>• Number of local training and development events organized by the Training Best Practices Committee</li> <li>• Number of regional training events partially organized and sponsored by the Training Best Practices Committee</li> <li>• Reports and proceeding related to training and development events organized by the Committee published to record participation and coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative data on training and development events organized by the Committee at local and regional levels</li> <li>• Quantitative information on participation at such events</li> <li>• Review of reports and proceedings pertaining to such events</li> <li>• Qualitative information focusing on the response of participants taking part in such events</li> </ul>



### **C. Analysis of Project Implementation Structure**

Exhibit 5 below presents the key tasks/activities and illustrative resources required for implementation and achievement of each IR in the Committee's strategic results framework.

Where applicable, tentative timeframes are suggested for the achievement of each IR. It is worth noting that detailed scheduling will depend on the Committee's prioritization in order to address the changing needs of the local training context. In addition, detailed implementation planning, allocation of human and material resources, as well as budgeting, will take place with the development of the Committee's annual work plan. Some IRs will translate themselves into mini-projects that will require additional action planning.

**Exhibit 5. Key Tasks and Resources Required to Achieve Intermediate Results**

Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification	Tasks/Activities	Resources Required	Tentative Timeframes
<b>GOAL 1: STANDARDIZE AND SUSTAIN TRAINING QUALITY IN THE LOCAL AND REGIONAL CONTEXT</b>					
<b>SO 1.1: Training standards, guidelines, and quality specifications developed and sustained to meet Palestinian, context-specific needs</b>					
IR 1.1.1: Palestinian training standards and guidelines established and implemented to drive the quality of complete training activities/cycles and trainer/training manager performance	<ul style="list-style-type: none"> <li>• Set of Palestinian training standards, indicators, and guidelines developed to ensure quality throughout the stages of the training cycle, including needs assessment, training planning, program design, materials development, implementation, monitoring and evaluation, and training data management</li> <li>• Set of trainers' standards, indicators and guidelines developed to ensure quality in training delivery and adherence to target audience learning principles</li> <li>• Set of training managers' standards, indicators, and guidelines developed to ensure quality in the management of complete training activities</li> <li>• Sets of standards for the training cycle, trainers, and training managers used as the core of training capacity-building programs</li> </ul>	<ul style="list-style-type: none"> <li>• Finalized Palestinian training standards document for the complete training cycle</li> <li>• Finalized trainers' standards document</li> <li>• Finalized training managers' standards document</li> <li>• Tracking data gathered through a training capacity-building program to disseminate training standards and build individual and organizational capacity to utilize and meet those standards</li> <li>• Structured quantitative and qualitative data gathered through follow-on programs to monitor the application of standards for the training cycle, trainers, and training managers</li> </ul>	<ul style="list-style-type: none"> <li>• Review existing training models, standards and best practices at local, regional, and international levels</li> <li>• Develop draft Palestinian training standards for the complete training cycle and for trainer/training manager performance, using a participatory approach</li> <li>• Review and approve sets of Palestinian training standards</li> <li>• Use Palestinian training standards as the core of advanced training capacity-building programs for local training professionals, CSOs, and other institutions partially or fully engaged in training activities</li> </ul>	<ul style="list-style-type: none"> <li>• Local and international training specialists (members of the Committee's Technical Working Group) to provide consulting services to the Committee in gathering and reviewing existing training models, standards, and best practices, and to draft sets of Palestinian training standards</li> <li>• Facilitated Committee meeting to review and approve sets of standards</li> <li>• Document production, duplication, and dissemination mechanism (including electronic and paper-based versions)</li> <li>• Local and international training specialists to incorporate approved training standards in the design and development of advanced training capacity-building programs</li> </ul>	August 3 to November 30, 2003 (for sets of standards to be finalized)

Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification	Tasks/Activities	Resources Required	Tentative Timeframes
IR 1.1.2: Palestinian training standards reviewed and periodically updated	<ul style="list-style-type: none"> <li>Standards for the training cycle, trainers, and training managers reviewed and updated bi-annually</li> <li>Revised standards documents published and disseminated</li> </ul>	<ul style="list-style-type: none"> <li>Revised standards documents</li> <li>Standards dissemination events conducted post-review</li> <li>Refresher standards-based training programs designed and implemented post-review</li> </ul>	<ul style="list-style-type: none"> <li>Gather data on dissemination, utilization, relevance, and effectiveness of Palestinian training standards, on a bi-annual basis post-finalization, to provide a basis for standards review and updating</li> <li>Conduct bi-annual standards review focus groups or workshops, facilitated by local training consultants</li> <li>Publish revised standards document to replace prior versions, as needed and depending on the outcome of the review workshops</li> <li>Disseminate revised standards document to local training individuals and institutions, as needed</li> <li>Design and develop refresher workshops to disseminate revised training standards and promote their application, as needed</li> <li>Implement refresher workshops on revised training standards with target training professionals and institutions, as needed</li> <li>Conduct follow-on activities to monitor the application of revised training standards, and their impact on local training performance and results</li> </ul>	<ul style="list-style-type: none"> <li>Local training specialists/consultants, members of the Committee's Technical Working Group, to gather data on status of training standards</li> <li>One bi-annual standards review focus group/workshop</li> <li>Document production, publication, and dissemination mechanism</li> <li>Local training specialists/consultants, working with Committee institutional member training professionals/members of the Technical Working Group to design refresher workshops on revised standards</li> <li>Committee institutional member training professionals to implement refresher workshops on revised standards and related follow-on activities</li> <li>Equipped training facilities</li> </ul>	Start of 2005 and ongoing on a bi-annual basis

Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification	Tasks/Activities	Resources Required	Tentative Timeframes
<b>SO 1.2: Viable training models and standards regionalized</b>					
IR 1.2.1: Palestinian training standards publication issued and disseminated at regional levels	<ul style="list-style-type: none"> <li>• Palestinian training standards publication issued, including sets of standards, indicators and guidelines; lessons learned for building capacity to adhere to standards; and recommendations for replication and adaptation in various regional contexts</li> <li>• Palestinian training standards publication disseminated at a regional level</li> </ul>	<ul style="list-style-type: none"> <li>• Palestinian training standards publication</li> <li>• Quantitative data on dissemination of standards publication</li> <li>• Qualitative and anecdotal data on local and regional response to the standards publication</li> </ul>	<ul style="list-style-type: none"> <li>• Develop text on standards development process in the Palestinian context, lessons learned, and recommendations for replication</li> <li>• Design and produce standards publication</li> <li>• Edit and proofread content</li> <li>• Publish an initial run of 500 copies</li> <li>• Develop a contact list for dissemination of standards publication</li> <li>• Disseminate standards publication and track receipt</li> <li>• Conduct survey on local and regional response to standards publication</li> </ul>	<ul style="list-style-type: none"> <li>• Local and international training specialists/ consultants for text development</li> <li>• Publications project manager for content editing, proofreading, copyright management, and coordination of design, production, and publishing</li> <li>• Professional publication designer</li> <li>• Access to publishing/printing house</li> <li>• Committee liaison officer to compile contact list for dissemination and track receipt</li> <li>• Committee institutional member professionals to design, conduct, and analyze public response survey</li> </ul>	November 2004 through December 2005
IR 1.2.2: Training standards presentations conducted at regional events	<ul style="list-style-type: none"> <li>• Number of presentations on training standards conducted at conferences and other information sharing events at local and regional levels</li> <li>• Standards presentations at local and regional levels promoting cross-institution collaboration, as well as adoption and replication of standards</li> </ul>	<ul style="list-style-type: none"> <li>• Published proceedings related to standards presentations at local and regional events</li> <li>• Qualitative and anecdotal data on response levels to standards presentations at local and regional levels</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to calls for papers issued for local, regional, and global conferences</li> <li>• Organize presentations for external stakeholders through retreats and other information-sharing events</li> <li>• Develop presentations on standards development process, illustrative training standards, lessons learned from the Palestinian context, impact on Palestinian training performance, and potential for replication and adaptation in other contexts</li> <li>• Prepare conference proceedings to summarize presentations</li> <li>• Solicit data on public response to standards presentations</li> <li>• Develop brief reports and/or entries for newsletter/ journal/website on standards presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Committee institutional member training professionals to respond to call for papers, develop presentations, prepare conference proceedings, and entries for newsletters/ journals/websites as needed</li> <li>• Committee liaison officer to organize presentations for stakeholders</li> <li>• Local training specialists/consultants to assist with development of standards presentations</li> <li>• Logistical arrangements and funding for presenters to travel to the location of relevant conferences and other information-sharing events</li> <li>• Committee institutional member professionals to solicit data on public response to standards presentation</li> </ul>	November 2004 and ongoing

Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification	Tasks/Activities	Resources Required	Tentative Timeframes
IR 1.2.3: Technical assistance, training, and capacity-building initiatives provided for regional institutions to adopt and adapt training standards to suit their specific work contexts and needs	<ul style="list-style-type: none"> <li>• Number of proactive capacity-building workshops for training standards conducted at regional level</li> <li>• Number of demand-driven technical assistance, training, and capacity-building interventions provided to support the replication and adaptation of the Palestinian training standards experience</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking data gathered through training standards capacity-building workshops</li> <li>• Reports on technical assistance activities undertaken at regional level</li> </ul>	<ul style="list-style-type: none"> <li>• Contact regional institutions and promote potential technical assistance interventions</li> <li>• Develop a mechanism for regional institutions to solicit technical assistance, training, and capacity-building interventions from Committee</li> <li>• Design and implement demand/needs-driven standards workshops and technical assistance, training, and/or capacity-building interventions</li> <li>• Develop progress and final reports on technical assistance, training, and capacity-building interventions, results achieved, and lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>• Committee liaison officer to organize regional contacts</li> <li>• Committee institutional member professionals, working with local/regional consultants, to develop a mechanism for technical assistance, training, and capacity-building interventions to be solicited at regional level</li> <li>• Committee training and technical professionals, working with local consultants, to design and implement technical assistance, training, and capacity-building interventions as needed</li> <li>• Committee professionals to develop progress and final reports on technical assistance, training, and capacity building</li> </ul>	Post-formalization of Committee role and expansion into a full-fledged training society

Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification	Tasks/Activities	Resources Required	Tentative Timeframes
<b>GOAL 2: IMPROVE AND SUSTAIN THE PERFORMANCE OF TRAINING PROFESSIONALS AND INSTITUTIONS IN THE PALESTINIAN CONTEXT</b>					
<b>SO 2.1: Increased capacity of individual training professionals to plan, deliver, and manage quality training</b>					
IR 2.1.1: Targeted training programs offered to training professionals, including structured follow-on activities, to enhance their performance in planning, delivering, and managing training activities	<ul style="list-style-type: none"> <li>• Training capacity building modules reflecting established Palestinian training standards designed to equip target audiences with necessary knowledge, skills, and attitudes to conduct needs assessment, training planning, training program design, materials development, program implementation, and monitoring/evaluation of training results</li> <li>• Standards-based training capacity-building modules implemented to address the needs of training professionals</li> <li>• Structured follow-on activities conducted to facilitate and ensure application of training standards by training professionals</li> <li>• Standards related to overall training cycle and trainer/training manager performance utilized by trained professionals in local training activities</li> </ul>	<ul style="list-style-type: none"> <li>• Relevance of training design outlines/ matrices and materials packages of training capacity-building program modules to the dissemination and application of Palestinian training standards</li> <li>• Tracking data gathered through training capacity-building program implementation, on a per-module basis</li> <li>• Quantitative and qualitative data gathered through structured follow-on activities to monitor the application of training standards by training professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Develop training capacity-building program implementation plans to replicate advanced training capacity-building modules implemented with Committee institutional members (see IR 3.1.1 below)</li> <li>• Develop follow-on program, implementation and monitoring plan</li> <li>• Develop training capacity-building program application/nomination, screening, and selection procedures</li> <li>• Recruit participants for the training capacity-building program</li> <li>• Implement/replicate training capacity-building program modules</li> <li>• Implement integrated follow-on program</li> <li>• Develop progress and final reports on training capacity-building programs</li> </ul>	<ul style="list-style-type: none"> <li>• Committee institutional member training professionals trained through advanced training capacity-building program (see 3.1.1 below) to work with local and international training consultants to develop implementation/replication and follow-on plans, as well as application/nomination, screening, and selection procedures</li> <li>• Committee institutional member trainers/graduates of advanced training capacity-building program (see 3.1.1 below) to deliver training and conduct integrated follow-on activities</li> <li>• Committee institutional member training manager to organize training logistics and administrative functions</li> <li>• Committee training professionals to develop progress and final reports</li> </ul>	November 2004 through December 2005

Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification	Tasks/Activities	Resources Required	Tentative Timeframes
IR 2.1.2: Local training professionals screened and certified according to established certification procedures	<ul style="list-style-type: none"> <li>• Number of trainers and training managers applying for certification</li> <li>• Certification programs designed and implemented to prepare training professionals for certification</li> <li>• Number of trainers and training managers certified through established certification procedures</li> <li>• Number of training managers certified through established certification procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative data on individual-level applications for certification</li> <li>• Qualitative data gathered regarding screening procedures</li> <li>• Reports on certification programs designed and implemented to prepare candidates for certification</li> <li>• Number of certifications granted at the individual level on the basis of established certification procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Announce and market individual certification programs and opportunities on an annual basis</li> <li>• Screen applications to select individual certification candidates</li> <li>• Conduct annual individual certification programs and assessments</li> <li>• Issue individual certifications</li> <li>• Manage annual certification program, assessment and certificate issuance data</li> </ul>	<ul style="list-style-type: none"> <li>• Committee liaison officer and administrative staff to manage certification procedures and data management</li> <li>• Committee training professionals and certification specialists to conduct individual certification programs and assessments</li> <li>• Equipped training venue</li> <li>• Reproduction/printing facilities for certification materials (including promotion, programmatic and assessment materials)</li> <li>• Committee individual certification database</li> </ul>	Post development of individual certification systems, procedures and programs (see 3.3.1 below)

Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification	Tasks/Activities	Resources Required	Tentative Timeframes
<b>SO 2.2: Increased institutional capacity of organizations engaged in planning, implementing, and evaluating training activities</b>					
IR 2.2.1: Targeted training capacity-building programs offered to CSOs engaged in planning, implementing and evaluating training, including structured follow-on activities, to increase performance levels and adherence to training standards	<ul style="list-style-type: none"> <li>• Training capacity-building modules reflecting established Palestinian training standards designed to equip target CSOs with necessary institutional capacity to conduct needs assessment, training planning, training program design, materials development, program implementation, and monitoring and evaluation of training results</li> <li>• Standards-based training capacity-building modules implemented to address the needs of target CSOs</li> <li>• Structured follow-on activities conducted to facilitate and ensure the implementation of training standards by CSOs</li> <li>• Standards related to overall training cycle and trainers/training manager performance utilized in training activities conducted by CSOs</li> </ul>	<ul style="list-style-type: none"> <li>• Relevance of training design outlines/matrices and materials packages of training capacity-building program modules for CSOs to dissemination and application of Palestinian training standards</li> <li>• Tracking data gathered through CSO training capacity-building program implementation, on a per-module basis</li> <li>• Quantitative and qualitative data gathered through structured follow-on activities to monitor application of training standards at the CSO level</li> <li>• Organizational survey and impact assessment conducted to gather data on the impact of standards training on the training results achieved by CSOs with their respective target audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Same as IR 2.1.1, but at the institutional level of CSOs</li> </ul>	<ul style="list-style-type: none"> <li>• Same as IR 2.1.1, but at the institutional level of CSOs</li> </ul>	November 2004 through December 2005
IR 2.2.2: Organizations engaged in planning, implementing and evaluating training screened and certified according to established accreditation and certification procedures	<ul style="list-style-type: none"> <li>• Number of organizations engaged fully or partially in training applying for certification</li> <li>• Organizational assessment and certification programs designed, marketed and implemented</li> <li>• Number of organizations certified through established certification procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative data on applications for certification at the organizational level</li> <li>• Qualitative data gathered regarding organizational screening procedures</li> <li>• Reports on interventions to prepare candidate organizations for certification</li> <li>• Number of organizational certifications granted on the basis of established certification procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Intermediate Result 2.1.2, but at the institutional level of CSOs and other training organizations and conducted on a bi-annual basis</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Intermediate Result 2.1.2, but at the institutional level of CSOs and other training organizations</li> </ul>	Post development of institutional accreditation and certification systems, procedures and assessment/development programs (see 3.3.2 below)



Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification	Tasks/Activities	Resources Required	Tentative Timeframes
<b>GOAL 3: SUSTAIN THE ROLE OF THE PALESTINIAN TRAINING BEST PRACTICES COMMITTEE/SOCIETY IN MODELING AND ENDORSING VIABLE TRAINING PRACTICES IN THE LOCAL AND REGIONAL CONTEXTS</b>					
<b>SO 3.1: Training capacity of the Committee enhanced to disseminate training best practices to various target audiences</b>					
IR 3.1.1: Selected training professionals from the Committee's institutional members equipped with the necessary skills and expertise for training the members of the wider CSO community	<ul style="list-style-type: none"> <li>• Number of training professionals from the Committee's institutional members participating in training capacity building program modules that prepare them to replicate these modules with the wider CSO community</li> <li>• Training professionals from the Committee's institutional members versed in established Palestinian training standards and the training best practices model</li> <li>• Training professionals from the Committee's institutional members demonstrate the necessary skills and know-how to deliver training capacity building programs that target the specific needs of the wider CSO community</li> <li>• Training professionals from the Committee's institutional members manage follow-on programs that guide CSOs through the application of established Palestinian training standards</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative data on the participation of training professionals representing the Committee's institutional members gathered from the training capacity building program modules</li> <li>• Qualitative data regarding the performance of training professionals representing the Committee's institutional members throughout the training capacity building program modules</li> <li>• Demonstrations and follow-on projects conducted by training professionals representing the Committee's institutional members, post-training, to prepare for replicating the program with CSOs</li> <li>• Training capacity building program and follow-on implementation plans developed by training professionals representing the Committee's institutional members ahead of replication with CSOs</li> <li>• Qualitative data gathered through module replication at the CSO level</li> </ul>	<ul style="list-style-type: none"> <li>• Design advanced training capacity building program modules and develop requisite training materials packages on a per-module basis</li> <li>• Implement advanced training capacity building program modules, on a per-module basis, to improve participants' performance levels with regard to established training standards and equip them with the necessary skills and expertise to train other professionals from the wider CSO community</li> <li>• Conduct module-specific, integrated follow-on activities to enable participants to plan for replication with the wider CSO community and apply established training standards</li> <li>• Develop progress and final reports, including quantitative and qualitative data related to the advanced training capacity building program, as well as recommendations for replication</li> <li>• Develop replication plans and follow-on programs to suit the specific needs of the target CSOs</li> </ul>	<ul style="list-style-type: none"> <li>• Local and international training specialists/ consultants to design program modules, develop materials, deliver training, manage follow-on activities, develop reports and assist with the development of replication and follow-on plans that cater for CSO needs</li> <li>• Release time for training professionals from Committee institutional members</li> <li>• Reproduction of program materials and Palestinian training standards document</li> <li>• Equipped training venue</li> <li>• Communication and dissemination channels for follow-on work</li> </ul>	February through October 2004

Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification	Tasks/Activities	Resources Required	Tentative Timeframes
IR 3.1.2: A cadre of training managers in place to manage and monitor the complete training cycle and inform the Committee's decision-making process	<ul style="list-style-type: none"> <li>• Training managers representing Committee's institutional members equipped with necessary training management skills to ensure the quality of training capacity-building programs implemented by the Committee for CSOs</li> <li>• Training/follow-on data managed to ensure accuracy, relevance, efficiency and adequate support to Committee's decision-making process</li> <li>• Progress/final reports related to training capacity-building activities implemented by the Committee developed to include concise and informative training data and analyses, as well as well-founded recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative data on participation of training managers representing the Committee's institutional members in capacity-building programs to enhance training management performance</li> <li>• Qualitative data on performance of training managers throughout training/ follow-on programs on training management practices</li> <li>• Reviews of training management and monitoring data available to the Committee at the program replication stage</li> <li>• Committee progress/final reports on training capacity-building program modules replicated with CSOs</li> </ul>	<ul style="list-style-type: none"> <li>• Design training management capacity building modules focusing on training cycle management, training data management, monitoring , training quality assurance, data analysis and reporting</li> <li>• Develop materials packages for training management capacity-building modules</li> <li>• Deliver training management capacity building modules</li> <li>• Conduct follow-on activities to guide participants through the application of sound training management practices at the Committee level, using actual program and data management cases whenever possible</li> <li>• Develop progress/final reports on training management capacity-building program</li> </ul>	<ul style="list-style-type: none"> <li>• Local and international training specialists/ consultants to design program modules, develop materials, deliver training, manage follow-on activities and develop reports</li> <li>• Release time for training managers from Committee institutional members</li> <li>• Reproduction of program materials</li> <li>• Equipped training venue</li> <li>• Communication and dissemination channels for follow-on work</li> </ul>	February through October 2004
<b>SO 3.2: Training management, monitoring, administrative, and coordination systems in place to support the Committee's training capacity-building work</b>					
IR 3.2.1: A training information system in place and operational to track training programs, participants and trainers, and monitor the achievement of targeted performance improvement results	<ul style="list-style-type: none"> <li>• Training management/ monitoring data fields identified to form basis of system design/ development and to support required data manipulation/ report generation functions</li> <li>• Info system beta-tested and fine-tuned before finalization</li> <li>• Users equipped with data entry, manipulation, report generation, archiving skills</li> <li>• System administrators equipped with skills for system administration, maintenance, technical support, troubleshooting</li> <li>• System utilized to its full potential to manage and monitor training data/results</li> </ul>	<ul style="list-style-type: none"> <li>• Data field analysis and identification document</li> <li>• Training info system design specifications document</li> <li>• Reports on system beta-testing, finalization, launch</li> <li>• Quantitative and qualitative data on data entry and management</li> <li>• Quantitative/qualitative data on system administration and management</li> <li>• Samples of data/reports generated by training info system post-launch</li> <li>• Qualitative data on system performance/use to support Committee decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Identify training management/ monitoring data fields for programs, participants, trainers, and targeted results</li> <li>• Specify requisite statistical analysis, search functions, and report generation options</li> <li>• Design training info system</li> <li>• Specify levels of access for various users</li> <li>• Conduct initial data entry</li> <li>• Beta-test and fine-tune system</li> <li>• Train users on data entry, manipulation, report generation</li> <li>• Train system administrators</li> <li>• Gather quantitative/qualitative data on system operation/use/ efficiency to drive upgrades</li> </ul>	<ul style="list-style-type: none"> <li>• Local/international consultants with experience developing training info systems</li> <li>• Info system developers/ trainers</li> <li>• Hardware (main/back-up servers, user terminals, cables, infrastructure for installation/networking, printers, air conditioning)</li> <li>• Software/user licenses</li> <li>• Permanent venue to house info system</li> <li>• Computer labs to train users/administrators</li> <li>• Assignment of Committee technical support/data entry staff</li> </ul>	2005-2006

Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification	Tasks/Activities	Resources Required	Tentative Timeframes
IR 3.2.2: An operational procedures manual developed to govern the Committee's administrative, financial, management and coordination functions	<ul style="list-style-type: none"> <li>Committee's operational procedures manual developed to cover administrative, financial, management and coordination procedures, guidelines and forms</li> <li>Committee's operational procedures manual utilized to direct all administrative, financial, management and coordination functions pertaining to the Committee's work</li> </ul>	<ul style="list-style-type: none"> <li>Committee's operational procedures manual</li> <li>Qualitative data related to the utilization of the manual in professional orientation activities</li> <li>Qualitative data related to the utilization of the manual in day-to-day administrative, financial, management and coordination tasks</li> </ul>	<ul style="list-style-type: none"> <li>Select working group to develop Committee operational procedures manual</li> <li>Develop draft manual</li> <li>Review, finalize and approve manual</li> <li>Utilize manual to manage day-to-day operations</li> <li>Conduct orientations on manual to new Committee members, affiliates and appointed staff as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Selected Committee members or designees to develop the operational procedures manual with the assistance of local consultants</li> <li>Document design, production, reproduction/printing and dissemination mechanisms</li> <li>Committee administrative manager to conduct orientations, as necessary</li> </ul>	October 2003 to January 2004 (with orientations ongoing, as needed)
IR 3.2.3: Training resources database developed to pool resources available to the Committee's institutional members and to facilitate search and access	<ul style="list-style-type: none"> <li>List of pooled resources generated</li> <li>Pooled resources classified and catalogued</li> <li>Database fields and functions identified</li> <li>Committee's training resources database beta-tested and fine-tuned prior to finalization</li> <li>Search and access procedures and protocols in place and operational</li> <li>Training resource database utilized to its full potential to support the Committee's technical work</li> </ul>	<ul style="list-style-type: none"> <li>List s of pooled, classified and catalogued resources</li> <li>Training database design specifications document</li> <li>Database utilization protocol</li> <li>Quantitative and qualitative data regarding training resource database utilization in the Committee's work</li> </ul>	<ul style="list-style-type: none"> <li>Prepare list of available training resources per Committee institutional member</li> <li>Pool resource lists to create one comprehensive Committee list</li> <li>Classify and catalogue training resources available to the Committee</li> <li>Develop training resource database specifications</li> <li>Design training resource database</li> <li>Input resource-related data into training resource database</li> <li>Beta-test and fine-tune database</li> <li>Develop protocol for database utilization and resource access</li> <li>Review data on database utilization to upgrade system</li> </ul>	<ul style="list-style-type: none"> <li>Training administrative staff per Committee institutional member to draw up member-specific list of training resources</li> <li>Working group designated by Committee to pool, classify and catalogue resources available to the Committee</li> <li>Database developers</li> <li>Venue/equipment to house training resource database servers</li> <li>Training of database administrator</li> <li>CD-ROM production of training resource database for ease of access by Committee members (with periodic/annual reviews)</li> <li>Reproduction/printing facilities for database utilization protocol and resource access procedures</li> </ul>	January to December 2004

Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification	Tasks/Activities	Resources Required	Tentative Timeframes
IR 3.2.4: A training resource center established for Committee members and selected professionals to access viable training references, materials and related resources	<ul style="list-style-type: none"> <li>• Effective training materials packages pooled and made available in the Committee's training resource center (including master copies of the advanced training capacity building program)</li> <li>• Training references available on the market screened, selected and procured for inclusion in the training resource center</li> <li>• Training supplementary materials, audiovisual and media-based resources made available at the resource center</li> <li>• Training resources classified and displayed at the resource center</li> <li>• Training resource center database in place and operational to facilitate searches, inventory and upgrading functions</li> <li>• A system in place and operational for internal users, affiliates and external users to access and utilize resources from the training resource center</li> </ul>	<ul style="list-style-type: none"> <li>• Sample training materials packages available at the resource center</li> <li>• Sample training references</li> <li>• Sample training supplementary, audiovisual and media-based resources</li> <li>• Sample data generated by the training resource center database</li> <li>• Quantitative and qualitative data regarding the efficiency of access and loan systems at the training resource center</li> </ul>	<ul style="list-style-type: none"> <li>• Screen training materials packages with regard to established training standards prior to inclusion in Committee resource center</li> <li>• Screen, select and procure training references for inclusion in the resource center</li> <li>• Screen, select and procure supplementary, audiovisual and media-based resources for inclusion in the center</li> <li>• Develop and implement a resource classification system</li> <li>• Design and develop resource center database to facilitate searches by topic area, author and/or publisher, and to guide inventory and upgrading functions</li> <li>• Develop and implement a system for accessing, borrowing and utilizing resources from the center, including a system of benefits for Committee members, affiliates, certified training professionals and institutions, and finally external users/members of the public</li> </ul>	<ul style="list-style-type: none"> <li>• Equipped and furnished premises for the resource center, with adequate reference and work areas</li> <li>• Training resources and materials</li> <li>• Subscriptions to training journals and professional periodicals</li> <li>• Equipment and installation for resource center database</li> <li>• Computer terminals, modems and Internet accounts for Internet-based research and resource identification</li> <li>• Resource center paper-based card catalogue</li> <li>• Resource center logbooks</li> <li>• Photocopying equipment to be used per center regulations and in accordance with copyright requirements</li> <li>• Resource center manager and administrative staff</li> </ul>	Post-formalization of Training Best Practices Committee as a full-fledged independent society

Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification	Tasks/Activities	Resources Required	Tentative Timeframes
<b>SO 3.3: Local accreditation system in place to screen and certify local individuals and organizations engaged in planning, implementing and/or evaluating training activities</b>					
3.3.1 Individual certification system and procedures in place and operational to screen and certify local training professionals, including trainers, training managers, needs analysts, program designers and developers, and training monitoring and evaluation specialists	<ul style="list-style-type: none"> <li>• Individual certification system, criteria, certification programs, application and screening procedures developed</li> <li>• Individual certification programs designed and marketed</li> <li>• Number of training professionals certified by the Training Best Practices Committee/Society</li> </ul>	<ul style="list-style-type: none"> <li>• Individual certification manual</li> <li>• Certification information and application packages</li> <li>• Individual certification program design and materials packages</li> <li>• Quantitative data regarding individual training professionals/ applicants seeking certification</li> <li>• Samples of screening and certification documents</li> </ul>	<ul style="list-style-type: none"> <li>• Develop individual certification system and procedures</li> <li>• Design individual certification program and develop requisite program and assessment materials</li> <li>• Develop certification program marketing system and procedures</li> <li>• Implement individual certification programs on an annual basis</li> <li>• Track certification program and candidate data</li> <li>• Include data on certified training professionals, including their detailed skills matrices, in the Committee database for training professionals (see Intermediate Result 4.2.3 below)</li> </ul>	<ul style="list-style-type: none"> <li>• Local and international consultants to develop certification systems, procedures and programs and train local certification specialists/trainers/ assessors</li> <li>• Replication of marketing, participant recruitment, program and assessment materials</li> <li>• On-line application system</li> <li>• Permanent certification program manager and administrative staff</li> <li>• Training and assessment venues</li> <li>• Certification database</li> </ul>	Post-formalization of Training Best Practices Committee as a full-fledged independent society
IR 3.3.2: Institutional accreditation and certification system and procedures in place and operational to screen and certify organizations that are fully or partially engaged in various stages of the training cycle	<ul style="list-style-type: none"> <li>• Institutional accreditation and certification system, criteria, application and screening procedures developed</li> <li>• Institutional assessment and development programs for accreditation and certification designed and marketed</li> <li>• Number of training institutions accredited/certified by the Training Best Practices Committee/Society</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional accreditation and certification manual</li> <li>• Institutional accreditation and certification information and application packages</li> <li>• Design and implementation information related to institutional assessment and development programs for accreditation and certification</li> <li>• Quantitative data regarding training institutions seeking accreditation/certification</li> <li>• Samples of institutional assessment, screening, accreditation and certification documents</li> </ul>	<ul style="list-style-type: none"> <li>• Same as IR 3.3.1, but for institutional accreditation and certification</li> </ul>	<ul style="list-style-type: none"> <li>• Same as IR 3.3.1, but for institutional accreditation and certification</li> </ul>	Post-formalization of Training Best Practices Committee as a full-fledged independent society

Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification	Tasks/Activities	Resources Required	Tentative Timeframes
<b>GOAL 4: PROVIDE A STRUCTURED CONTEXT AND FRAMEWORK FOR SHARING TRAINING INFORMATION AND EXPERTISE AT LOCAL, REGIONAL AND INTERNATIONAL LEVELS</b>					
<b>SO 4.1: Mechanisms for training information dissemination in place and operational</b>					
IR 4.1.1: A quarterly training journal developed and issued at local, regional and international levels	<ul style="list-style-type: none"> <li>Quarterly training journal components, organization, design and production specifications developed</li> <li>Quarterly training journal issued and disseminated according to agreed upon timeframes</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly training journal substantive and form-related design specifications</li> <li>Reviews of samples of quarterly training journal</li> <li>Quantitative information regarding dissemination of training journal</li> <li>Qualitative information regarding the content, standard and response levels related to the quarterly training journal</li> </ul>	<ul style="list-style-type: none"> <li>Develop specifications for training journal sections, components, organization, design and production</li> <li>Develop and implement strategy for advertising in the training journal</li> <li>Develop and implement journal dissemination and subscription system</li> <li>Issue and disseminate journal on a quarterly basis</li> <li>Incorporate sections of journal in Committee website (designed as an online professional journal)</li> </ul>	<ul style="list-style-type: none"> <li>Journal production manager and staff</li> <li>Workspace/ permanent premises</li> <li>Design/production professionals</li> <li>Publishing/printing house</li> <li>Committee professionals to screen contributions to journal and author regular articles</li> <li>Committee liaison officer to manage subscriptions, advertising and dissemination activities</li> <li>Website manager and editors to select/ produce online version of journal (see IR 4.1.2 below)</li> </ul>	Post-formalization of Training Best Practices Committee as a full-fledged independent society
IR 4.1.2: Committee website developed, launched and periodically updated to provide electronic publications, training news, success stories, lessons learned, useful links, and networking info	<ul style="list-style-type: none"> <li>Website components, design parameters and interactive links developed</li> <li>Training and marketing-related input in Committee website reflecting Palestinian training standards and best practices</li> <li>Training and marketing-related input in website updated per agreed-upon timeframes to maintain up-to-date, state-of-the-art content</li> <li>Website management data tracked to identify levels of access/use/public response</li> </ul>	<ul style="list-style-type: none"> <li>Website design and development specifications document</li> <li>Samples of website input</li> <li>Quantitative data regarding website utilization</li> <li>Qualitative data regarding professional and public response to website</li> <li>Anecdotal information regarding networking experiences through the website</li> </ul>	<ul style="list-style-type: none"> <li>Develop website specifications</li> <li>Design website</li> <li>Manage input and updating information on website</li> <li>Coordinate website links</li> <li>Fulfill any copyright requirements</li> <li>Track website utilization</li> <li>Conduct periodic surveys to obtain quantitative and qualitative data regarding public response to website and available networking opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Website designers and developers</li> <li>Local consultants and training professionals from Committee institutional members</li> <li>Website administrators, managers and editors</li> <li>Required equipment and software</li> </ul>	Post-formalization of Training Best Practices Committee as a full-fledged independent society

Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification	Tasks/Activities	Resources Required	Tentative Timeframes
IR 4.1.3: Self-access training programs and materials made available to training professionals and organizations at local and regional levels	<ul style="list-style-type: none"> <li>Self-access training programs and materials, including CD-ROM-based and e-training opportunities, designed to counter mobility restrictions in the Palestinian context</li> <li>Self-access training programs and materials marketed and disseminated for sustainable utilization</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative information gathered by reviewing samples of self-access training programs and materials</li> <li>Tracking data on utilization of self-access training programs and materials by CSOs and other training institutions and professionals at local as well as regional levels</li> </ul>	<ul style="list-style-type: none"> <li>Assess needs for self-access training materials and identify priority training areas</li> <li>Design and develop self-access training programs and materials</li> <li>Market and disseminate self-access training programs and materials</li> <li>Conduct surveys to gather quantitative and qualitative data regarding self-access program utilization and results of self-access training</li> </ul>	<ul style="list-style-type: none"> <li>Committee professionals to conduct initial needs assessment and periodic needs verification activities, and to evaluate self-access training results</li> <li>Local and international training specialists and consultants to design and develop self-access training programs and materials</li> <li>Self-access program manager and administrative staff to manage and monitor dissemination and tracking of self-access training program</li> <li>Required equipment and software</li> <li>CD-ROM publishing facilities</li> </ul>	2006 onwards (possibly post-formalization of Training Best Practices Committee as a full-fledged independent society)
<b>SO 4.2: Mechanisms for professional networking and transfer of expertise in place and operational</b>					
IR 4.2.1: Professional affiliations in place with counterpart regional and international training associations	<ul style="list-style-type: none"> <li>Professional affiliations selected and put in place to support the mission, vision and work of the Training Best Practices Committee/Society</li> </ul>	<ul style="list-style-type: none"> <li>Professional affiliation documents</li> <li>Qualitative and anecdotal data regarding exchange of expertise and resources with professional organizations</li> </ul>	<ul style="list-style-type: none"> <li>Screen professional affiliation opportunities for relevance and added value with regard to the Committee's work</li> <li>Pursue affiliation with counterpart training associations at regional and international levels</li> </ul>	<ul style="list-style-type: none"> <li>Local consultants to conduct research into affiliation opportunities</li> <li>Committee meetings to select affiliations</li> <li>Affiliation and subscription fees</li> <li>Communication channels with regional and international organizations</li> </ul>	January 2004 and ongoing

Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification	Tasks/Activities	Resources Required	Tentative Timeframes
IR 4.2.2: System and procedures in place and operational for local and regional organizations and professionals to be affiliated with the Palestinian Training Best Practices Committee/ Society	<ul style="list-style-type: none"> <li>Affiliation system and procedures manual developed to include application and subscription procedures</li> <li>Affiliation opportunities marketed to promote professional affiliation on the part of local and regional training organizations and professionals</li> </ul>	<ul style="list-style-type: none"> <li>Affiliation manual and documents</li> <li>Quantitative and qualitative data regarding the marketing of affiliation opportunities</li> <li>Number of training institutions and individuals affiliated with the Palestinian Training Best Practices Committee/ Society</li> <li>Anecdotal information regarding benefits of affiliation collected from affiliate institutions and individuals</li> </ul>	<ul style="list-style-type: none"> <li>Develop system and procedures for local and regional training organizations and individuals to be affiliated with Training Best Practices Committee/Society</li> <li>Promote affiliation opportunities and benefits to affiliates</li> <li>Track number of affiliation applications</li> <li>Screen and select applicants for affiliation/membership</li> <li>Implement benefits system for affiliates and members (e.g. access to resource center, free dissemination of quarterly training journal, discounts on training programs etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Working group consisting of Committee members and local consultants to develop affiliation/membership system</li> <li>Committee liaison officer to promote and track affiliations and memberships</li> </ul>	Post-formalization of Training Best Practices Committee as a full-fledged independent society
IR 4.2.3: A database of local and regional training professionals developed and accessed according to established systems and parameters to promote networking and transfer of expertise	<ul style="list-style-type: none"> <li>Database components and design specifications developed</li> <li>Database users trained on data entry, manipulation and updating</li> <li>Database administrators trained on database administration, management, maintenance and technical support functions</li> <li>Data on local and regional training professionals inputted into the database on a periodic basis according to agreed upon timeframes and procedures</li> <li>System and procedures for database access and security of information developed and operationalized</li> </ul>	<ul style="list-style-type: none"> <li>Database design specifications document</li> <li>Number of entries on training professionals available for access in database</li> <li>Quantitative and qualitative data regarding the updating and utilization of the database</li> <li>Sample data on training professionals generated by the database on the basis of specific search parameters</li> <li>Survey regarding networking opportunities through the database</li> </ul>	<ul style="list-style-type: none"> <li>Develop database design specifications, data fields, data manipulation and reporting functions</li> <li>Develop system, criteria and procedures for including training professionals in database</li> <li>Gather and enter data on training professionals, including detailed and updated skills matrices, on a periodic basis</li> <li>Manage database access and search functions to identify training professionals needed for given tasks and by given institutions</li> <li>Conduct periodic surveys on efficiency and effectiveness of database as a networking tool</li> </ul>	<ul style="list-style-type: none"> <li>Local and international consultants to assist with the identification of required data fields and skills matrices, and the development of database design parameters</li> <li>Database designers and developers</li> <li>Required hardware and software</li> <li>Database manager, administrative and technical support staff</li> </ul>	Initiate activity in December 2005 (post replication of advanced training capacity building program), then ongoing and expanded post certification programs and formalization of Committee as a full-fledged independent society



Intermediate Results (IRs)	Indicators of Achievement per IR	Means of Verification	Tasks/Activities	Resources Required	Tentative Timeframes
IR 4.2.4: Exchange programs for training professionals in place and operational	<ul style="list-style-type: none"> <li>• Number of exchange programs identified and organized</li> <li>• Number of Palestinian training professionals benefiting from exchange programs</li> <li>• Reports on exchange programs including clear information on transfer of expertise and related recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative information on exchange program opportunities and beneficiaries</li> <li>• Qualitative information on networking and performance improvement results gained from exchange programs</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, screen as well as promote exchange program opportunities</li> <li>• Nominate training professionals for exchange programs</li> <li>• Oversee exchange program applications</li> <li>• Screen and select applicants for incoming exchange</li> <li>• Monitor exchange professionals' work and activities</li> <li>• Develop progress and final reports on exchange programs</li> </ul>	<ul style="list-style-type: none"> <li>• Committee networking and liaison officer to identify, screen and promote exchange program opportunities</li> <li>• Technical input into exchange program design and activities</li> <li>• Release time for exchange program candidates</li> <li>• Monitoring mechanism to track the work of exchange professionals</li> <li>• Committee exchange program manager to monitor and report on exchange programs</li> </ul>	2005 and ongoing (post formalization of Committee as a full-fledged independent society)
IR 4.2.5: Local and regional meetings, workshops and other specialized development events organized and conducted to benefit training professionals	<ul style="list-style-type: none"> <li>• Number of local training and development events organized by the Palestinian Training Best Practices Committee/Society</li> <li>• Number of regional training events partially organized and sponsored by the Palestinian Training Best Practices Committee/Society</li> <li>• Reports and proceeding related to training and development events organized by the Committee/Society published to record participation and coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative data regarding training and development events organized by the Committee/Society at local and regional levels</li> <li>• Quantitative information regarding participation at such events</li> <li>• Review of reports and proceedings pertaining to such events</li> <li>• Qualitative information focusing on the response of participants taking part in such events</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and design the meeting/development event to be conducted</li> <li>• Market the event to be conducted</li> <li>• Organize the event (in terms of participation, content and coverage, logistics etc.)</li> <li>• Implement and monitor the event in question to ensure ongoing quality, relevance and contribution to participants' performance improvement</li> <li>• Publish event proceedings and related reports</li> <li>• Input data regarding event in question into Committee website, journal and other media</li> </ul>	<ul style="list-style-type: none"> <li>• Committee Technical working group to design and organize event (possibly with input from local and international consultants, at initial stages)</li> <li>• Events manager and organizers</li> <li>• Events announcement and marketing plan and budget</li> <li>• Venue and equipment rental</li> <li>• Accommodation for regional and international participants, as needed</li> <li>• Event media coverage</li> <li>• Printing facilities for event materials and proceedings</li> </ul>	2005-06 and ongoing (post formalization of Committee as a full-fledged independent society)

## D. Project Team

As previously mentioned, the Palestinian Training Best Practices Committee consists of nine main institutional members representing leading universities and NGOs (see Annex B for details). The Committee will retain the following key positions in its structure:

- *Committee chairperson* (rotating position). The chairperson will be in charge of policy and strategy issues related to the Committee's work and will carry signatory authority.
- *Deputy chairperson* (rotating position). The deputy chairperson will carry executive authority, have responsibility for management and operational issues, and will represent the chairperson as needed.
- *Treasurer*. The treasurer will be responsible for fundraising strategies, fund/resources management and disbursement, and general financial management.
- *Secretary*. The secretary will be in charge of coordinating internal and external communication, liaising with stakeholders, and serving as a key point of contact with the Committee.

The Committee will be assisted by a management and technical working group comprising professionals nominated by its institutional members. At the early stages, this working group will work closely with local and international short-term consultants to help shape the Committee's implementation strategies, technical inputs, and general management and monitoring activities.

Job descriptions will be developed to detail the responsibilities of each of the above positions and work units. The Committee is currently developing a comprehensive operations manual to define its administrative, financial, and communication systems and procedures.

## E. Initial Monitoring Activities

The Committee has initiated a full baseline study to further define the indicators and means of verification proposed in its strategic results framework and to determine measurement of progress against current baselines. This study will provide the basis for development of the Committee's monitoring and measurement plan.

## ANNEX A

### Illustrative List of Training Institutions in Gaza

Below is a list of institutions involved in training activities in the Gaza Strip, excluding members of the Palestinian Training Best Practices Committee.

No.	Name of the Organization	Types of Programs	Target Audiences
<b>Universities and NGOs</b>			
1	El Azhar University	Management and technical training	General public, NGOs, governmental departments
2	El Aqsa University	Management and technical training	General public, NGOs, governmental departments
3	Deir El Balah Technical College	Technical training	General public
4	College of Science and Technology	Technical training	General public
5	Agriculture Relief Committees	Management and technical training (agriculture)	Farmers, rural women, agricultural engineers, small NGOs
6	Union of Agricultural Work Committees	Technical training (agriculture)	Farmers
7	Women Affairs Center	Management and gender training	Women
8	Women Technical Committees	Management and gender training	Women
9	Palestinian Center for Human Rights	Human rights-related training	General public and NGOs
10	Al Mezan for Human Rights	Human rights-related training	General public and NGOs
<b>International and Governmental Organizations</b>			
1	German Agency for Technical Cooperation	Managerial and technical training	General public
2	Gaza Vocational Training Center	Vocational training	Students
3	UNRWA Development and Planning Department	Managerial and technical training	Private sector
4	Governmental Vocational Training Center	Technical training	Students
<b>Private Companies</b>			
1	TAMI	Managerial training	NGOs, governmental departments, private sector
2	ROSSA for Training, Consulting, and Information systems	Managerial training	NGOs, governmental departments, private sector
3	TEAM	Managerial and technical training	NGOs, governmental departments, private sector
4	Engineering and Management Consulting Center (EMCC)	Managerial and technical training	NGOs, governmental departments, private sector

## ANNEX B

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### Institutional Members of the Palestinian Training Best Practices Committee

This annex provides organizational profiles contributed by the various members of the Palestinian Training Best Practices Committee to demonstrate their institutional capacity. The entries are listed in alphabetical order.

#### **A. Al-Quds Open University, Continuing Education Center**

Based in Ramallah/Al-Bireh, Al-Quds Open University has 24 centers throughout the West Bank and Gaza. The university's Continuing Education Center provides a wide range of training and community outreach services, including academic training, technical assistance, and public awareness.

*Training programs.* The center offers courses in general management; computer programming and networking; Microsoft Office; language skills (English, Hebrew, French, Dutch, and Greek); educational training; and financial management.

The university receives funding and support from the German Agency for Technical Cooperation, Italian Cooperation, UNRWA, the Economic Council for Palestinian Development and Reconstruction (PECDAR), Save the Children, and the Welfare Association.

*Training methodologies.* The Continuing Education Center incorporates best practice principles in design and delivery of training programs, using the following steps in the training development cycle:

- Assessment of training needs
- Identification of target groups
- Development of training plans
- Design of program outlines
- Development of training materials, including trainee and trainer manuals
- Implementation of training courses
- Evaluation of courses based on the needs and expectations of trainees

#### **B. An-Najah National University**

An-Najah National University is one of the oldest and most prestigious universities in Palestine. Its main areas of activity are in education, research, and community services. Students come from throughout the West Bank and Gaza as well as various parts of the world in quest of knowledge, educational credentials, and personal development.

The university has long-standing experience with a variety of academic disciplines taught by recognized expert staff and offers both undergraduate and graduate programs, including several Master degrees and a Doctorate degree in chemistry.

The main campus is located in the city of Nablus on 30 dunums of land. In late 1999, the university began work on a new campus on 130 dunums of land in Al-Juneid area, which is 5 km to the west of the main campus. The new campus is still under construction. It will include a hospital; the faculties of fine arts, medicine, science, engineering, pharmacy; and the university's technical/scientific centers.

*Community development.* The university implements a number of programs serving local communities, including the Rehabilitation Program of Teachers in Service, the Continuing Education Program, and administration of construction field tests and laboratory tests.

*Training programs.* An-Najah University is recognized as a training service provider specializing in the following areas:

- Computer literacy
- Languages
- Engineering
- Management
- Marketing
- Human resources
- Capacity building

### **C. Bethlehem University, Institute for Community Partnership**

Bethlehem University's Institute for Community Partnership serves the Palestinian people through continuing education; the advancement, dissemination, and utilization of knowledge; and the strengthening of Palestinian ties with counterpart institutions in the region and beyond. Its main activities include consultancy, short and professional courses, event management, conferences, and trade exhibitions.

*Community development.* The institute, adjacent to the main campus, is an integral part of Bethlehem University. It seeks to strengthen the university's ties with local communities by providing access to its expertise and facilities. Target groups include entrepreneurs, businesses, accountants, educators, professionals, and public servants.

*Training programs.* The institute uses participatory and modern training methods in all its training programs, which cover the following topics:

- Enterprise development and promotion: courses on starting/improving a business; bookkeeping; financial management; marketing; selling; budgeting; and secretarial skills.
- Professional development: certification courses such as the Arab Certified Public Accountant, American Certified Public Accountant (CPA), and the Certified Management Accountant (CMA).
- Computer literacy: courses in Windows, Word, Access, Internet applications, Excel, graphic design, Web design, AutoCAD, and advanced AutoCAD.

*Organizational structure.* The Institute for Community Partnership consists of a number of specialized units, each supported by a core unit:

- The Business Development Center works to develop Palestinian business sector capacity and to introduce new ideas and concepts to individuals, groups, and organizations involved in commercial activities. It provides target groups with training on entrepreneurial, managerial, and technical skills. Established in 1989, the center also disseminates information on entrepreneurial behavior and innovative ideas.
- The Continuing Education Unit is responsible for organizing and administering all courses, workshops, and seminars.
- The Event Management Unit is responsible for organizing and implementing social, cultural, arts, sports, and educational activities, as well as open discussions and conferences.
- The Core Unit provides secretarial, administrative, and financial services to support the work of the other units. It also serves as a point of contact for community access to university resources and provides information on courses offered through the Institute for Community Partnership.

#### **D. Birzeit University, Center for Continuing Education**

Established in 1991, Birzeit University's Center for Continuing Education is an extension unit serving the Palestinian community through technical assistance and training. Its primary objective is human resources development. Through its programs, the center seeks to strengthen managerial, technical, and service skills, with a special focus on providing training to women so they can more actively contribute to the modernization and development of Palestinian society.

*Training and consulting services.* The Center for Continuing Education offers a wide spectrum of professional training activities and consulting services to the public and private sectors. Activities fall under four broad categories:

- Off-the-shelf training, based on ongoing assessments of community needs. Evaluations of previous training programs are used to develop programs that enhance knowledge and skills in both managerial and technical fields.
- Customized training, geared to meet the specific training needs of an institution and to help advance its long-term goals. Tailored training activities cover a wide range of topics, including industry, commerce, trade, business, and environmental and social sciences, with a focus on hands-on training with real-world applicability.
- Computer training to organizations seeking to enhance the professional skills of their employees at the managerial and administrative levels.
- Consulting services to Palestinian private and public institutions, as well as international development organizations. The center helps develop management strategies to advance a company's long-term goals and objectives; assists companies and institutions with organizational reengineering; designs management information systems and assesses automation possibilities; develops

human resource development plans and job profiles; designs production plans and quality control systems; prepares financial policies; and evaluates new investment opportunities.

The center's trainers and academic specialists have developed a number of unique educational programs that have been in place for several years, including NGO management programs and a professional diploma in marketing. At the end of 2003, the center will introduce new programs to include training in sustainable microfinance and information technology.

## **E. Bisan Center for Research and Development**

Established in 1989 as an independent non-profit organization, the Bisan Center for Research and Development is registered as an NGO with the Jerusalem municipality and the Palestinian Authority's Ministry of Communications. Bisan pursues a comprehensive approach to development in Palestine, with a focus on civil society. The center draws on local community members, trainers, and experts to implement a wide range of training, research, and community development activities. The main beneficiaries of Bisan's work have been geographically, socially, and economically marginalized groups, particularly women, the poor, the unemployed, and rural populations.

Bisan's main focus has been on developing human resources and institutional capacity to enable future generations to implement development projects that are responsive to community needs and priorities. Democratic practices are at the core of all of Bisan's work. Through its community development program and its work with village associations and community groups, Bisan insists that the opportunity to participate in planning and the use of development resources be extended to all. The center also helps develop community leaders and activists, and strengthen the capacity of community organizations, including women's committees, local committees, youth clubs, and general assemblies.

Since 1998, Bisan has provided 4,100 hours of training to approximately 1,900 trainees. These have included 300 training hours for 10 training-of-trainers courses to organizations such as the Foundation for International Training, the United Nations Development Programme, the German Agency for Technical Cooperation, YMCA, Oxfam Québec, Terres des Hommes, and AustCare. The center has also implemented seven large multi-year projects with budgets exceeding \$700,000, in addition to scores of smaller grants.

*Mission.* Bisan's goal is to strengthen the institutional and organizational capacity of Palestinian grassroots organizations and social movements to promote sustainable, democratic development. Bisan employs five strategies to carry out this mandate: (1) institutional, organizational, and human resource development; (2) community awareness and mobilization; (3) research and advocacy on public policy issues; (4) coordination and networking; and (5) service provision.

*Facilities.* The center is equipped with the following facilities:

- Four offices: two in Ramallah, one in Nablus, and one in Bethlehem
- Four training halls: Nablus (8m x 4m), Ramallah (8m x 4m), and two in Al-Bireh (8m x 6m)
- Access to a training hall in Gaza (8m x 8m)

- A training library/resource center in Ramallah
- A 4x4 office vehicle in Nablus (2001 model); a car in Nablus (purchased in 2001), and three cars in Ramallah (one purchased in 2002, and two in 2003)
- 18 personal computers and 3 laptops
- Training equipment, including 3 overhead projectors, an LCD, 7 flipcharts, 2 color televisions, 2 VCRs, a video camera, a 35-mm camera, a digital camera, 4 tape recorders, a projection screen, 80 training cassettes, transparencies, a digital photocopier, and a slide projector
- Tailored financial software
- Four phone lines in Ramallah, two in Nablus, and three in Bethlehem; a fax line; and e-mail and Internet access
- Two lease lines, one in Ramallah and one in Nablus

*Training philosophy and approaches.* Bisan employs the Competency-Based Approach (CBA) to training as opposed to the traditional, subject-oriented approach. Learning is directly related to a trainee's position in an organization and is focused on practical, hands-on instruction. CBA is founded on three assumptions: (1) human competence is the ability to actually perform or do something; (2) given appropriate, quality instruction and sufficient time, most people can learn most competencies; and (3) the systems approach is an effective way to understand and develop learner-centered training and programs.

Bisan's approach to training builds on the following principles:

- *Participatory, people-oriented processes*, which are critical to helping Palestinian NGOs transition from a relief mode to one of development. Bisan uses participatory adult learning techniques that encourage the participation of trainees and avoids standard lecture-based styles common in Palestine. Training is seen as an interactive process driven by the needs of the trainees, who are consulted on a regular basis to determine whether the training is fulfilling their expectations and satisfying their needs. The curriculum is revised as needed to address the evolving needs of participants.
- *Focus on professionalism* to help NGOs and civil society organizations become more transparent and accountable to the public, the government, and the donor community. The center employs the highest standards of professionalism in training delivery to provide appropriate examples to participants.
- *Gender sensitivity* in training delivery and content. Bisan offers direct gender interventions where they are possible and have the greatest chances for success—for example through gender analysis courses. Gender sensitivity is also conveyed through indirect means—for example through the selection of trainers, trainees, and case studies; curriculum development; training approaches; and childcare support to encourage women's participation. In integrating gender considerations, the center recognizes the importance of being culturally sensitive and not insisting on what is sometimes viewed as a donor or Western agenda.
- *Mutual learning and peer counseling*, building on the expertise and capabilities that already exist in Palestine. In its training activities, for example, the center uses monitoring techniques whereby training specialists observe their peers and



offer recommendations. These specialists do not seek to dictate how trainers should perform, but rather to encourage creative thinking and approaches. Mutual learning is also fostered through internships, exchanges, and study tours.

- *Experiential approaches* as a way of relating the training to the participant's actual work. For example, the center uses in-service training approaches whereby courses are taken over a period of time to allow trainees to apply new skills on the job and to share their experiences with fellow trainees. Courses are linked with work placements, internships, and study tours to provide practical learning experiences.
- *Training ownership* among trainees through proactive participation, individualized training plans, and critical assessment of the training. Symbolic fees are charged for training to strengthen the commitment of trainees, and tools such as personal learning goals, self-monitoring, and agreements with employers are used to promote the application of new skills in the workplace.
- *Networking opportunities* encouraging contacts between people and organizations that extend beyond traditional relationships. The center promotes networking on two levels—among Palestinian training organizations and among other NGOs.
- *Use of appropriate local resources.* Bisan delivers all training in Arabic to reach the widest possible audience. Depending on political and security constraints, training is delivered in the West Bank, Gaza, and Palestinian areas inside Israel. For the most part, the center uses Palestinian trainers, drawing upon regional and international experts as needed to introduce new ideas and approaches.
- *Flexibility* in designing training programs to allow for adjustments to unforeseen circumstances and logistical difficulties in the current political climate.

*Staff.* As of October 2003, Bisan employs 14 full-time staff members, including 9 women, in its Ramallah headquarters and Nablus/Bethlehem branch offices. Its staff consists of:

- A full-time director general (male)
- Four full-time program managers (including three women)
- Four full-time program coordinators (including three women)
- A full-time public relations and fundraising coordinator (male)
- Two full-time accountants (one male, one female)
- A part-time accountant (male)
- A full-time administrative assistant (female)

## **F. Hebron University**

Established in 1971, Hebron University is the largest institution of higher learning in Palestine, serving the entire southern West Bank. It is an independent, public, non-profit institution providing equal learning opportunities for all, regardless of gender, religion or race. The university is a member of the Association of Arab Universities, the League of Islamic Universities, and the Palestinian Council of Higher Education.

*Mission.* Hebron University strives to promote excellence by providing quality academic teaching, training, research, and community programs promoting sustainable development and democratic values. The university seeks to provide students with the opportunity to realize their educational goals, while empowering them to be productive citizens and active members of their community.

*Community services and training programs.* In addition to a wide range of educational programs, the university provides services to the Palestinian community through:

- Continuing education, including specialized training, consultations, support services, and language classes.
- Technical assistance, including training to the private and public sectors on business management and office automation.
- Computer training, including 70-90 hours of customized instruction on computer design/repair and the use of office, graphic, and business applications. Training is available to the public through the university's computer lab on the main campus.

#### **G. Islamic University of Gaza, Community Service & Continuing Education Deanship**

Founded in 1978, the Islamic University of Gaza is the leading institution of higher education in the Gaza Strip. Its Community Service and Continuing Education Deanship (CSCED) was established in 1993 to meet community needs and extend the university's educational resources to the largest possible audience.

CSCED consists of three main centers: the Projects and Training Department, the Assistive Technology Center, and the Information Technology Center. The Projects and Training Department is the largest, providing training, workshops, seminars, and vocational training to the public and private sectors and non-profit organizations. The department serves more than 1,500 individuals annually through on-campus, off-campus, and various support services.

*Mission.* CSCED's mission is to serve the learning needs of the local Palestinian community and institutions and to provide leadership in developing the theory and practice of continuing education.

*Goals.* CSCED's main goals are to:

- Strengthen the university's relationship with the local community and Palestinian institutions
- Improve the performance of Palestinian institutions through educational, technical, and managerial assistance
- Build the human capacity of the Palestinian community and disseminate knowledge and technology
- Upgrade the qualifications of Palestinian individuals
- Promote cultural, scientific, and technological cooperation with regional and international academic institutions
- Strengthen linkages between the university and local educational, professional, governmental, and non-governmental institutions and organizations

- Upgrade the skills of university staff through customized training and development programs

*Human and physical resources.* CSCED employs a total of 13 staff members: 10 permanent employees and 5 staffers hired on a project basis. Permanent staffers include the dean and his secretary, a Training and Projects Department manager and assistant, training coordinators, and training specialists. Outside trainers and consultants are subcontracted as needed.

CSCED's physical resources include three training halls equipped with a white board, flipchart, overhead projector, LCD, a television, and a VCR; three computer labs equipped with Pentium 4 computers, servers, and UPSs; and a special computer maintenance lab. In addition, CSCED has a branch in Khan Younis (southern Gaza), which is equipped with a training hall and computer lab.

*Training programs.* Since its establishment, CSCED has conducted more than 700 training programs benefiting over 15,000 participants. These have included:

- Computer training in Microsoft Windows, Access, Excel, PowerPoint, Microsoft Project, Visual Basic, Oracle, AutoCAD, SPSS, programming languages, Internet and e-mail applications, computer maintenance, Microsoft Certified System Engineers course, and Microsoft Certified Solution Developer course
- Management training, including courses on financial management, accounting, human resources development, strategic management, financial budgeting, time management, report writing, effective meetings management, project management, proposal writing, negotiation skills, job analysis, stress management, team building, effective delegation of authority, problem solving and decision making, communication skills, marketing, financial audit and control, and feasibility studies
- Technical training, including courses on water management, solid waste management, wastewater management, and training for doctors and nurses
- Language training, including general and specialized English language courses (e.g., English for engineers, English for librarians, business English, writing reports and business letters in English, TOEFL)

## **H. Ma'an Development Center**

The Ma'an Development Center is an independent, non-profit Palestinian development and training institution, established and registered in Jerusalem in 1989.

*Goals.* Ma'an seeks to promote sustainable development, self-sufficiency, and empowerment of Palestinian institutions and individuals through applied research, specialized training, and development projects that effectively address local conditions, needs, and priorities. To achieve this mandate, Ma'an focuses on initiatives that are designed to:

- Develop Palestinian human resources and institutional capacity building
- Enhance Palestinian women's skills, knowledge, and attitudes

- Empower the most marginalized sectors of Palestinian society at the community and national levels
- Contribute to self-reliance through training and income-generating activities
- Boost the sustainability, efficiency, professionalism, and effectiveness of Palestinian institutions and grassroots organizations
- Develop Palestinian awareness of agricultural and environmental issues
- Contribute to applied research in the field of agriculture and development
- Create sustainable agricultural models and techniques
- Enhance cooperation and coordination with other Palestinian and international organizations in related fields
- Advocate sustainable development, particularly in the agricultural sector

*Human and physical resources.* Ma'an has access to 42 consultants specifically contracted to deliver training courses and implement community development projects. The center's headquarters in the West Bank town of Ramallah includes two training rooms, each with a capacity for approximately 24 participants, and a computer lab with 14 computers connected to the Internet. The training rooms are equipped with white boards, flipcharts, TVs, VCRs, video cameras, audiocassette players, overhead projectors, and LCDs. The Gaza office has a training room that can accommodate up to 20 participants, equipped with an overhead projector, a white board, and a flipchart.

*Training methodologies and beneficiaries.* Ma'an's training programs are based on participatory methods aimed at introducing participants to new skills and knowledge, while promoting self-reliance, empowerment, and confidence. Training sessions use group discussions, role playing, individual case studies, and interactive audiovisual tools such as CD-ROMs. Key beneficiaries include NGOs and charitable societies; farmers; enterprises and entrepreneurs; youths; women; agricultural engineers and extension workers; fishermen; and children/students between the ages of 13 and 18.

*Training programs.* Ma'an offers the following training programs:

- *Institutional building program*, including courses on general management, project management, effective management skills for directors and managers, performance appraisals, office management, communications, negotiations skills, secretarial skills, report and proposal writing, financial analysis, finance for non-financial managers, monitoring and evaluation, human resources development, costing and pricing, marketing, public relations, strategic planning, time management, teambuilding, training of trainers, library classification, feasibility studies and market research, loans management, cooperative management, basic accounting and bookkeeping, accounting for non-profit organizations, and starting/improving a business
- *English language and computer training*, including courses on Microsoft Office (Access, Excel, Word, PowerPoint, Outlook), Microsoft Project, Internet, e-mail, and multimedia applications, English for receptionists, English for executive secretaries and administrators, English for agronomists, conversational English (intermediate and advanced for specific vocations), and English writing skills

- *Women's development program*, with courses focusing on business and management skills, vocational training, permaculture, and food processing/quality control. Vocational training courses include knitting and sewing machine maintenance, curtain design, dental assistant skills, and house maintenance (carpentry, painting, electrical repair, plumbing, decoration).
- *Rural and permaculture development program*, with rural and fisheries development activities focusing on agricultural roads, renovation of wells, springs, and water storage tanks, home garden design, black water recycling/septic systems, grey water gardening, seedling distribution, native seeds bank, small boat engine repair, and net repair. Permaculture courses cover permaculture design, nursery management and propagation, composting techniques, integrated pest management, organic farming, water management (harvesting, conservation, recycling), pruning fruit trees, soil management and pest control, medicinal herbs, home garden design, local community development, and water treatment with reed bed systems.
- *Food processing and quality control program*, including courses on processing and quality control of fruit, vegetables, dairy products, and sauces (pickling, drying, freezing, compote)

## **I. Panorama-The Palestinian Center for the Dissemination of Democracy and Community Development**

Founded in 1991, Panorama focuses on promoting democracy, community development, capacity building, networking and institutional development of community-based organizations (CBOs), and research and promotion of youth leadership and activities. In carrying out its work, Panorama cooperates with NGOs, grassroots organizations, and CBOs throughout the West Bank, Gaza, and East Jerusalem.

Panorama has four offices. Its services reach tens of thousands of beneficiaries and hundreds of organizations. The center maintains a comprehensive database of such contacts to facilitate networking and follow-up.

*Training programs.* Panorama has trained hundreds of trainers through training-of-trainers (TOT) courses, and helped thousands of trainees develop skills and expertise in a wide range of specializations. The center uses both formal and informal approaches to help participants acquire the knowledge, skills, and attitudes needed to reach development objectives.

*Community development.* Panorama works with local groups and organizations to promote community development. The ultimate goal of these efforts is not to solve all the problems facing a community, but rather to build confidence in tackling such problems at the community level. Panorama's approach to community development is based on five key principles: (1) maximizing volunteerism, (2) using effective participatory, monitoring, and feedback techniques, (3) strengthening the long-term capacity of local constituencies, (4) promoting social cohesion, and (5) meeting local development needs.

*Democracy and civic education.* Panorama has played a leading role in introducing democratic concepts in the Palestinian arena at a time when democracy was not viewed as priority. The center has held 1,300 workshops over a 10-year period in almost every town,

village, and refugee camp in the West Bank and Gaza. Panorama also organized international conferences on democracy-related topics in 1993 and 1994.

Since 1991, thousands of beneficiaries have participated in civic education courses throughout the West Bank and Gaza. Panorama has also held TOT courses and developed comprehensive trainers' manuals advocating the TOT approach.

*Networking and partnerships.* Panorama networks with local CBOs, NGOs, civil society organizations, and government bodies on three levels—geographical, sectoral, and bilateral—to maximize results, address common challenges, and make better use of limited resources.

*Research and publications.* Panorama has a Research and Studies Unit that supports the work of other operating units through reporting on ongoing projects and activities. The unit also provides research and analysis on national issues, such as civic education and democracy, sustainable development, refugees, Jerusalem, youths, and children. Examples of studies and publications produced by Panorama include:

- Needs assessment of the Palestinian blind
- Manual for democracy trainers
- Youth leadership manual
- Informative booklets on democracy for youths, teachers, and parents
- Primers on democracy and pluralism
- Studies of occupation tax policies and the arnona tax in Jerusalem
- Proceedings of the first democracy conference in Palestine
- Study on the Palestinian right of return

The Research and Studies Unit employs mainly in-house Palestinian staff, subcontracting outside researchers as needed.

*Training programs.* Panorama's Training and Capacity-Building Unit offers a wide range of training programs to NGOs and volunteers, covering topics such as:

- Training of trainers in democracy, civil society, voluntary work, and leadership
- Community development and participation
- Networking
- Institutional development; strategic planning, monitoring and evaluation, vision and goals development
- Voluntarism
- Youth leadership and citizenship
- Human resources development
- Dialogue and conflict resolution
- Crisis management

Panorama uses a six-step approach to training design and delivery: (1) training needs assessment; (2) development of training materials; (3) development of manuals for trainers and trainees; (4) training course design; (5) training delivery; and (6) training evaluation.